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ABSTRACT

This bibliography of ERIC documents (both journal and non-journal materials) contains more than 200 entries with abstracts. The work is intended for those seeking to gain insight into the cultural and sociological background of the American Indian student, his academic strengths and weaknesses, and current innovations in the development of curriculum for these students. The report is divided into three areas: (1) Indian education and bilingualism, (2) general aspects of American Indian education, and (3) innovative curriculum concepts and materials. Order numbers for the documents which are available from the ERIC Document Reproduction Service are included. (RL)

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BIBLIOGRAPHY OF INDIAN EDUCATION AND CURRICULUM INNOVATION

This bibliography has been prepared with the idea that people who plan innovations in curriculum for American Indian Students need to know several kinds of things: What their students are like, what special problems and strengths the students have, and finally, what is new in various teaching areas. Our report, therefore, is divided into three parts: Indian Education and Bilingualism, General Aspects of American Indian Education and Innovative Curriculum Concepts and Materials. Summaries are included.

This work was part of a curriculum planning project supported by the U. S. Office of Education under Title III of the Elementary and Secondary Education Act of 1965. It was carried out at the Albuquerque Indian School during 1970-71. We thank the following people who were most helpful in the project : Dr. Albert Vogel, Chairman, The Department of Educational Foundations, Mr. Attila Csanyi, Instructor, the Department of Educational Foundations, and Miss Diana Dempsey, Graduate Student in Education, the University of New Mexico.

Annabelle R. Scoon
Albuquerque Indian School, June 1971

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BIBLIOGRAPHY

General Aspects of American Indian Education

Language

EJ011545 Bebeau, Donald E., "Administration of a TOEFL Test to Sioux Indian High School Students," J Amer Indian Educ, Oct. 69, 7-16.

ED012631 Bernardoni, Louis C. and Others, Annual Conference of the Co-Ordinating Council for Research in Indian Education, April 13-14, 1962.

This compilation of 18 papers presented at the conference discusses four general areas of Indian Education. These areas are-- (1) Health, including physical health, medical services, health research, and problems of tattooing among Indians, (2) Attitudes, including social, family, parent, and student attitudes, as well as the value of guidance programs, foster families, cultural background, dormitory schools, and environmental influences in relation to the student's attitude toward education, (3) English, including the sounds of the Indian language contrasted to those of the English language, the difficulties which arise in teaching English to non-English-speaking children, and students' abilities to speak English compared to their abilities to read English, and (4) Employment, including pointing out the problems due to poor job qualifications and locations, and the results of legislation on the resolution of those problems. (FS)

EJ019658 "Creative Writing in BIA Schools," TESOL Quart., v. 3, n. 4, Dec. 69, pp. 305-308.

ED024350 Gardner, R. C., Attitudes and Motivation: Their Role in Second-Language Acquisition, Sept. 68

The author reviews some of the research which he has conducted on the role of the parent in the language-learning situation. While most of this research has not dealt with English as a second language, it is suggested that the observed phenomenon is as relevant to the ESL program as to any other second-language situation. The author summarizes his views as follows: (1) Attitudinal motivational characteristics of the student are important in the acquistion of a second-language. (2) The nature of these characteristics suggests that the truly successful student (i. e., the one who will acquire communicational facility with the language) is motivated to become integrated with the other language community. (3) This integrative motive appears to derive from the attitudinal characteristics in the home and must be fostered by an accepting attitude, by the parents, concerning the other language group.

EJ023324 Hill, Charles H., "A Summer Reading Program With American Indians", J Amer Indian Educ, May 70, pp 10-14

ED021687 Owen, Roger C., Ed, and Others, The North American Indians: A Source-book, 1967.

A collection of 52 original articles by outstanding authorities on American Indians is organized by culture areas to provide a general introduction to the study of the Aboriginal populations of North America. An attempt has been made to include articles representative of the major theoretical points of view (historical, psychological, configurational, structural, functional, and evolutionary), as well as those articles purely descriptive in nature. The book also includes an extensive bibliography and a list of 250 educational films related to the American Indian. (DK)

ED012188 Potts, Alfred M., and Sizemore, Mamie, Developing Curriculum for Indian Children, 1964.

This workshop report was prepared as a guide for teachers of Indian children in the four corners area of Arizona, Colorado, New Mexico, and Utah. A brief description is given of the history and development, up to their present status, of Ute Mountain Utes, Southern Utes, Jicarilla Apaches, Pueblo Indians of New Mexico, and Navajos. The stated purposes are to provide teachers with insights into problems of education of these children and to provide knowledge of their different cultural backgrounds. Learning and behavior problems and values. Problems inherent in their cultural translation are discussed to indicate areas of need, understanding, foremost among which is developing the ability to communicate effectively in English. Several methods for teaching English are described, both for beginners and for upper-grade students. Short sections discuss methods of teaching social studies, arithmetic, and science. Problems of intelligence and achievement testing are discussed. The publication emphasizes that these children should be tested only when a definite purpose is to be served and then with great care, since most standardized tests do not indicate accurately the capabilities of Indian Children. Many bibliographies, references, and teaching aids are given, this document is also available from the Center for Cultural Studies, Adams State College, Alamosa, Colorado 81101. (DD)

ED012193 Sizemore, Mamie, and Others, Colorado Indian Education Workshop Papers, 1964.

This document is a collection of articles written by members of the Colorado Indian Education Workshop. The articles are concerned with the problems of social, cultural, moral, emotional, and intellectual development of bilingual-bicultural children, as a meaningful curriculum is developed to correlate with their social and cultural environment. The children cited in the articles are--Navajo, Apache, Pueblo, Comanche, Ute, Eskimo, and Spanish-American.

ED022612 Spicer, Edward H., Cycles of Conquest: The Impact of Spain, Mexico, and the United States on the Indians of the Southwest, 1962.

The impact of western culture, represented by the Spanish, Mexican, and the Anglo American, on Indian cultures of the Southwest is assessed in this volume. An attempt is made to synthesize the tremendous amount of information, gathered by many investigators, on Indian cultures in relation to the question: 'What are the chief ways in which Indians have responded to western civilization, and what has happened to their cultures as a result of contact?' Primary emphasis is on cultural change and the growth and development caused by contacts with white men. All the major Indian groups of the area are considered with regard to the major question, with sufficient detailed historical data being presented to give chronological development and historical presence. (DK)

ED029860 U.S. Office of Education (DHEW), Washington, D. C., Tri-University Project in Elementary Education. "A Pride of Lions, America's Cultural Communities and the Preparation of Teachers" 1968

During this two-day conference in 1968, 12 community representatives (Black, Navajo, Appalachian, and Migrant Farm Worker) who had had experience with trying to influence school policy and teacher training, confronted elementary teachers, teacher educators, and representatives from the U.S. Office of Education. The theme of many speeches is power--the power structure of educational systems, the power of communities to influence what and how teachers teach (and hence how teachers are educated). The first three speeches presented in the document, given by a school superintendent, and American Historical Association Member, and a School of Education Dean, discusses the power realities of the school system, colonialism and paternalism in higher education and the responsibilities of schools of education. A second cluster of speeches by community representatives focuses on conditions in powerless communities--obstacles to educational improvement, improvements already made (such as the Rough Rock Demonstration School), and present goals. The third cluster of speeches contains suggestions by three Tri-University participants for change in teaching and teacher education in behavioral science, social science and English. Each speech is followed by group reactions. The conference report concludes with a response from a representative of the Office of Education and an account of the participants' attempt to vote on resolutions submitted by community representatives. ED024618, ED025450, and ED025461 are related documents. (LP)

Social Studies

ED025346 Cata, Juanita, The Navajo Social Studies Project, 1968.

The philosophy undergirding a social studies program developed for the BIA by the University of New Mexico is discussed to aid the teacher in helping Navajo children view with insight their own unique culture and the cultures about them. A beginning or pre-school

teaching unit (When I Come To School) dealing with easily mastered classroom activities is designed to familiarize the student with the classroom situation. A first grade unit based upon home situations (When I'm At Home), which emphasizes differences between Navajo and Anglo familial structures, is also included. Eleven additional units covering grades 2 through 12 are forthcoming. (DA)

ED024519 Burke, Eleanor, and Others, Curriculum Guide for Child Development Centers, Five Year Old Program, 1967.

The Gallup-McKinley county schools developed this curriculum guide in an attempt to aid teachers involved in teaching English as a second language to Spanish speaking students and students of Indian descent. The guide provides a brief description of the value systems of the three ethnic groups--Spanish American, Zuni, and Navajo. A phonetic analysis of the likenesses and differences between English and languages of the three groups is also presented. Objectives and activities designed for the five year old student are given in the areas of language development, social studies, numbers, physical education, health, science, music, and art. A bibliography of related materials consisting of 35 books and 18 phamphlets is also provided. (DK)

ED013855 Elkins, Deborah, and Taba, Hilda, Teaching Strategies for the Culturally Disadvantaged, 1966.

Two curriculum sequences, designed for a group of predominantly negro sixth and seventh graders and for a group of white second-generation American eighth graders, are presented here as instructional guidelines for teachers of disadvantaged students. The sixth and seventh grade curriculum unit on the Family of Man stresses insights into the nature of human activities and aspirations and a comprehension of the actual and symbolic walls which people build. Peer relationships, the family, and immigration populations and problems are topics in the eighth grade curriculum. Both curriculums emphasize an understanding of self and society. Evaluations of the two programs describe the pupils' growth in attitudes, perceptions, and academic skills. Introductory to the presentation of the two curriculums is a general description of cultural deprivation in school learning and a diagnosis of the emotional, social, and educational deficiencies and abilities of these students. Also presented is a chapter on specific instructional guidelines which includes discussion of motivation techniques, pacing, and the need for continual diagnosis of students' needs and progress as an integral part of the teaching process. Excerpts from actual class discussions and student compositions are used throughout the book. Available from Rand McNally and co., Chicago, Ill. (LB)

ED017341 Frazier, Alexander, Ed., The New Elementary School, 1968.

The 8 papers of this booklet deal with various aspects of the new elementary schools. The introduction singles out, as major areas of concern, (1) The new stress on the education of younger children, (2) new evaluations of adult-child ratios for schools, (3) new organizational patterns for schools, (4) changes

in teacher functions, and (5) curriculum redevelopment. The first 3 papers deal with new knowledge about children; the first with the psychology of understanding, the second with the effects of home and family on conceptual development, and the third with the acquisition of language. The second group of 3 papers is concerned with new approaches to organization and staffing. The first discusses new organizational patterns, with particular attention to the middle school proposal. The second surveys the status of in-service education for elementary teachers. The third suggests new models for the elementary teacher and considers the knowledge necessary for each. The last 2 papers cover curriculum content and curriculum design. The first reviews an example of the basic assumptions and content priorities of the new curriculum designs. This document is available from Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 for $2.50. (DR)

ED028191 Kane, Frank, and Baker, Gary G., Minorities and Prejudice in America, Teacher and Student Manuals, 1966.

This high school unit on prejudice encountered by minority groups begins with contradictory descriptions of the character of American democracy and raises the question is American democracy intrinsically tolerant? The students are invited to examine a number of specific episodes reflecting the treatment of various types of minority groups. A final brief selection from Gordon Allport's The Nature of Prejudice suggests the sociological factors that re-enforce prejudice, after which students are asked if Allport's generalizations apply to American society. (author)

EJ002967 Misiaszek, Lorraine, "The Cultural Dilemma of American Indians", Soc Educ, v. 33, n. 4, April, 1969, pp 438-439, 446.

ED017361 Officer, J. E., "Indian Unity", Arizona State Univ., Tempe Coll. of Education, J Amer Indian Educ v. 3, n. 3, May 1964, pp 18-19.

Three significant phases of Indian unity are discussed. The basic family and tribal unity which has always existed among Indians is now extending into intra-tribal or Indian unity. Closely linked to this change, but not easily discernible, is the growing Anglo-Indian unity. There are exceptions to this rule, but the underlying feature of the Indian's desire to be a whole man in our world indicates the movement toward cohesiveness into the American society.

ED013266 Webster, Staten W., The Disadvantaged Learner--Knowing, Understanding, Educating, A Collection of Original and Published Articles, 1966.

The 73 articles in this three-part collection provide a background for understanding the educational proglems of the disadvantaged child and discuss ways of dealing with them. Part I presents a frame of reference for understanding the social

heritage and present adjustment problems of the disadvantaged. This section contains articles which describe the characteristics of the disadvantaged American Indian, Puerto Rican, Mexican-American, Negro, Japansese-American, Chinese-American, Appalachian white, and migrant. Although there is further discussion of the characteristics of the disadvantaged in part II, it contains articles primarily on the bilogical, social-psychological, and intellectual factors which create the disadvantaged child's learning problems. Part III, which deals with specific ways to educate the child, contains, among others, articles on the relationship of parents and the community to the disadvantaged school, on the nature and the problems of the teacher of the disadvantaged, and on the techniques for teaching reading and language arts, social studies, mathematics, and science. This document is available from Chandler Publishing Co., 124 Spear St., San Francisco, California 94105, 656p. (JL)

ED012631 Bernardoni, Louis C., and Others, Annual Conference of the Co-Ordinating Council for Research in Indian Education, April 12-13, 1962.

This compilation of 18 papers presented at the conference discussed four general areas of Indian Education. These areas are--(1) Health, including physical health, medical services, health research, and problems of tattooing among Indians, (2) Attitudes, including social, family, parent, and student attitudes, as well as the value of guidance programs, foster families, cultural background, dormitory schools, and environmental influences in relation to the student's attitude toward education, (3) English, including the sounds of the Indian languages contrasted to those of the English language, the difficulties which arise in teaching English to non-English-speaking children, and students' abilities to speak English compared to their abilities to read English. and (4) employment, including pointing out the problems due to poor job qualifications and locations, and the results of legislation on the resolution of those problems. (FS)

ED028850 Brown, Dorothee, Ed., & Lichtenberg, Zita, Ed., "Summer Programs for Migrant Children." Special Issue, Your Public Schools, vol. 6, n. 8, July 8

Federal funds are provided for operation of 21 summer migrant education programs in Washington State for 2,300 preschool and elementary-age, predominantly Mexican American and Indian children of migrant farm workers. Other agencies--public and private--contribute financial support to the summer educational activities. In most cases the programs have an adequate supply of teachers, bilingual teacher aides, and community volunteer help. Individual attention is emphasized in teaching reading, language development, physical and health education, and art and music. When necessary, remedial work is given to the children. Some programmed instruction is used. Many of the programs include weekly field trips to broaden world experiences, often through outdoor education. The home-school relationship is stressed as an important phase of the programs. Two curriculum materials centers are being developed to provide for improved supportive

services to schools. (JAM)

Health

ED017355 Skinner, Mary Lou, Picture Taking--One Method of Discovering Communcation Channels, 1966.

Picture taking was utilized to obtain sociometric data among American Indians in an exploratory study of educational factors in health program planning. The author capitalized on the Indians' interest in a personal photograph as a starting point for creating an open communication channel and a feeling of good will. Normally witheld information about kinships, inter-racial feelings, and health practices was freely discussed, as Indians in small groups viewed and discussed people and activities in the photographs or slides. This article appears in the International Journal of Health Education, vol. 2, n.2, 1966. (SF)

Citizenship

ED025349 Brody, William A., Comp.,& Alberle, Sophie D., Comp, "The Indian, America's Unfinished Business Report of the Commission on the Rights, Liberties, and Responsibilities of the American Indian," The Civilization of the American Indian Series, Vol. 83, Nov. 1966

Because of 1953 congressional resolution established the policy of terminating the special relationship between American Indians and the federal government, a review of historical information on this relationship is in order so that recommendations can be made with respect to the termination of services, funds, and authority. Termination should occur only after adequate information is available and solutions have been found to existing problems of health, education, economy, and government. The problem is that the Indian must be motivated to participate in solving his own problems, and he should have the right to determine his own form of government. Tribal judicial systems should be integrated with state systems. The bureau of Indian Affairs should make experts in economic planning available to Indian tribes, as its function should be to counsel and assist, not to control or regiment. The power of the Secretary of the Interior should be reduced to allow tribes to operate to the full extent of their abilities. Tribes should assume greater responsibility for health and sanitation. School personnel should have special training in dealing with Indian children, and adult education programs must be expanded and strengthened. (JH)

Affective Development

ED012631 Bernardoni, Louis C., and Others, Annual Conference of the Co-Ordinating Council for Research in Indian Education, April 12-13, 1962.

This compilation of 18 papers presented at the conference discusses four general areas of Indian education. These areas

are--(1) Health, including physical health, medical services, health research, and problems of tattooing among Indians, (2) attitudes, including social, family, parent, and student attitudes, as well as the value of guidance programs, foster families, cultural background, dormitory schools, and environmental influences in relation to the student's attitude toward education, (3) English, including the sounds of the Indian languages contrasted to those of the English language, the difficulties which arise in teaching English to non-English-speaking children, and students' abilities to speak English compared to their abilities to read English, and (4) employment, including pointing out the problems due to poor job qualifications and locations, and the results of legislation on the resolution of those problems. (FS)

ED012735 Blair, George E., and Others, Teaching Ethnic Groups April 1967.

The major theme of five papers of a panel is the need for teachers to understand the diverse cultures and value systems of their pupils. Sister Francis Maureen points up the sensitivities and close relationships of Puerto Rican children, and Reverend Joseph Fitzpatrick remarks on the intense family feeling, noncompetitive attitudes, and lack of color bias among this group. Ver John reviews the traditional educational theories used in schools for Indians and Mexican-Americans and criticizes the stress in them on learning English. She feels that a bicultural and bilingual system would be much more effective. Gloria Mattera's report on migrant children stresses the need for background information about, and direct contact with, the culture of these people. She recommends that the language, vocabulary, and skill development be based on the pupil's own experiences and that teachers improve the child's self-concept. Marcella Williams discusses the need for programs to develop in teachers diagnostic skills and techniques for enhancing the Negro student's self-concept. George Blair, the summarizer, notes the superficial repetitions of the obvious and the platitudinous strategies which the panel offers. He says that the issue of quality integrated teaching and learning was sidestepped and that the educational establishment appears to opt to preserve the status quo. (NH)

ED015818 Bryde, John F., New Approach to Indian Education, 1967.

Recent research indicates that the excessive national Indian dropout rate is not wholly attributable to the value conflict created when Indian youth enter the American education system but is also related to the identification problem experienced by these youngsters. The objective of this research was to determine the possible causes of what is known as the cross-over phenomenon (after satisfactory achievement for a time, a reversal occurs and a steady decline is shown) in the educational performance of Oglala Sioux Indian Students. Atotal of 415 Indian and 223 white students from eighth, ninth, and twelfth grades were included in this study. Achievement records for the Indian group revealed performance above the national norms on the group California

achievement test from the fourth grade to the sixth grade. At this point (7th grade) the Indian students suddenly begin to fall behind in achievement. It was hypothesized that psychological conflict during the period of adolescence causes personality problems which block educational achievement. Consequently, the Minnesota Multiphasic Personality Inventory was administered to youngsters in both groups disclosing psychological conflict among many of the Indian youth who were experiencing achievement difficulties. As a result of this research, a new course called Acculturational Psychology has been developed for use with Indian youth. (ES)

EJ000395 Bryde, John F., "A Rationale for Indian Education," J Amer Indian Educ, v. 8, n. 2, Jan., 1969, pp 11-14.

ED017383 Crawford, Dean A., and Others, Minnesota Chippewa Indians, a Handbook for Teachers, 1967.

This booklet was written primarily for elementary and secondary teachers who need to learn more about the Chippewa Indian pupils of Northern Minnesota. In includes information on the characteristics of culturally disadvantaged pupils, Chippewa characteristics, attitudes concerning Indian education, and suggestions for teachers of Indian children. Considerable space is devoted to a resource unit containing an annotated list of selected teaching materials, a bibliographical reference section, an appendix with addresses of selected organizations and agencies serving Minnesota Chippewa, and a list of higher education opportunities for Indian students. (ES)

ED018302 Duhon, Dorothy D., Colorado Report on Education for Bilingual Children, Nov. 10, 1967.

The development of a keen realization of the value in the education of potentially bilingual children has come about as a result of two strong forces--the understanding of the principles of second language learning and the recognition that bilingualism can be an asset or a handicap depending on the education the child receives in both languages. This realization has lead to two major research projectd in Colorado. The first project, The Acculturation and Education of Rural Quad-Ethnic Groups for Maximum Choices in the Larger Society, has as its ultimate objective the construction of a curricular framework within which teacher and student together may research and resolve problems of cross-cultural, linguistic, and conceptual interferences. The second project is titles "A Project in an Autotelic Responsive Environment Nursery School for Environmentally Deprived Spanish American Children." Its major thesis is that the common cycle of children from disadvantaged families (who enter school without the experiences prerequisite for school success, fall progressively behind other children, usually drop out before achieving functional literacy, and return to slum homes

to rear the next disadvantaged generation) can and must be broken before the child enters the first grade. This report was presented at the Annual Conference of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967. (ES)

ED031332 Ervin, A.M., New Northern Townsmen In Inuvik, May 1968.

A study was conducted in Inuvik, a planned settlement in the Mackenzie Delta region of the northwest territories in Canada, to study the factors which work against adaptation among the Indians, Eskimos, and Metis to the urban milieu of Inuvik. Field techniques included informal observation and intensive interviews with selected native and white informers. Factors examined were the educational, job-skill, and housing needs which affect the natives Their bush culture which includes sharing and consumption ethics and a derogatory attitude toward status seeking and heavy drinking, a predominant problem among the natives. Some recommendations were (1) An adult education program stressing the value systems of town life should be established (2) the Trappers Association should be revived to provide equipment and encouragement to natives more suited to trapping than town life and (3) a summer work program should be instituted for teenage native males. A related document is RC 003532. (RH)

ED027989 French, Doris, Indian Residential Schools. A Research Study of the Child Care Programs of Nine Residential Schools in Saskatchewan, January, 1967.

The department of Indian Affairs and Northern Development commissioned this study by the Canadian Welfare Council to examine child care programs in residential schools relative to their effect on the adaptation (present and projected) and adjustment of Indian students. Specific research variables were (1) the institution, which was subdivided into factors of physical conditions, methods of discipline, program, and administration (2) adaptation, with regard to the dominant culture and the reservation Indian culture and (3) adjustment, measured in terms of attitudes and aspirations. The sample was selected from Indian children in grades 5 to 12 in the 9 residential schools in Saskatchewan. It was found that (1) admission prodecures throughout the schools were far from standardized, (2) the personal adjustment of the Indian children was below normal, (3) the schools uniformly failed to meet the individual needs of the students, (4) the schools have become isolated from the reservations they serve, (5) there existed no systematic evaluation of the over-all program of the residential schools, and (6) there was a definite need for a manual of personnel policies and practices. Extensive recommendations are included. (JM)

ED018290 Ginsberg, Leon H., and Harris, Mrs. Fred R., "Project Peace Pipe, Indian Youth Pre-Trained for Peace Corps Duty," J Amer Indian Educ, v. 7 n. 2, Jan. 1968, pp 21-26.

In a cooperative project with the peace corps, the Oklahomans for Indian Opportunity (OIO) Organization trained a group of American Indian young people during the summer of 1967 for service in Latin America. The major hypothesis under which OIO planned the training program was that Indian youngsters because of their lack of self-confidence, felt they had little to contribute to persons overseas. As a result of this hypothesis, a three-part curriculum was developed and implemented for their training, consisting of Spanish language skills, communication skills, and attitudinal training. Other features of the program included--(1) a regular Peace Corps assessement process (for the trainees), conducted by two psychologists, (2) a cultural enrichment program, and (3) a series of social activities. In conclusion, it would appear that Peace Corps service does have appeal for members of minority groups. However, reaching persons who are closely identified with these groups and who are socio-economically deprived probably requires special recruitment efforts.

ED025338 Harkins, Arthur M., Public Education on a Minnesota Chippewa Reservation, v. 1-6, final report, May 1968.

This 6 volumes contain the results of the Blue Pine Chippewa Study, including historical, cultural, social, and educational aspects of the region. Analysis and comparisons are made on bases of age, residential area, marital status, degree of Indian blood, income, education, available transportation, religious choice, veteran status, and race. Educational attitudes of teachers, students parents, and the community are surveyed. Results of test batteries in reading, mathematics, abstract reasoning, spacial relationships, and mechanical ability are presented in tabular form, along with an extensive bibliography of Indian education. (DA)

EJ023324 Hill, Charles H., "A Summer Reading Program With American Indians," J Amer Indian Educ, v. 9, n. 3, May 1970, pp 10-14.

ED012271 Jablonsky, Adelaide, and Others, Imperatives for Change New York State Education Conference On College and University Programs for Teachers of the Disadvantaged, Yeshiva University, April 10-11, 1967.

These proceedings report 19 discussion debates, each represented by a number of papers in four major areas--(1) concern for attitudes and behavior (administrative commitment, cooperative college-school system efforts, culture shock, staff and student attitudes and behavior, and sensitivity training), (2) concern for people (teaching ethnic groups selecting students, human resources, involving community and parents, and learning from special programs),

(3) concern for techniques (perservice student teaching, field work, in-service education, instructional resources and equipment, and innovative methods), and (4) concern for special curriculum aspects (philosophical and psychological bases, role of the humanities, reading and language arts, and bilingualism). The formal papers are followed by reaction papers, overall evaluation of the conference, and a conference summary of imperatives for change, and a directory of current New York State collegiate programs for teachers of the disadvantaged. This document was published by Yeshiva University, Ferkauf Graduate School, 55 Fifth Avenue, New York 100003, 122 pages (AF)

ED013672 Kluckhohn, Clyde, and Leighton, Dorothea, The Navajo, 1962.

The purpose of this book is to provide background needs by administrators and teachers to work effectively with the Navajo people. Initially it discusses their economic and social life, the secondary portion describes their religious life, and the remainder explains problems of the Navajos, and techniques they have developed to cope with these problems. Included are Navajo history, economy, personal language, and their concepts of life. The authors state that the lessons learned among the Navajo are generally applicable in dealing with any society. This document is available as n. N28 for $1.45 from the American Museum of Natural History, New York, N. Y. (RB)

ED016554 Lopez, Rebecca, "Understanding--Santo Domingo's Rx for the Cultural Shock", New Mexico School Review, April 1967, pp 12-14, 40.

The Santo Domingo, New Mexico, public elementary school enrolls 720 Indian pupils in grades 1 through 8 and utilizes 30 teachers in its instructional program. Although the pupils come from a culture which is unfamiliar to most of their teachers, a primary objective of the school is that the life, customs, beliefs, and culture of the Indian children will be maintained and reinforced through their education, and that cultural and local needs of the pupil will be net by the educational program. In order to fulfill the objective, a teacher orientation program, organized on a continuing basic has been initiated at Santo Domingo. This program was developed through an interdisciplinary approach, drawing heavily upon the works of outstanding anthropologists, historians, educators, sociologists, and previously cited objective, the curriculum has been developed around the communicative arts, especially the teaching of English as a second language. Emphasis is also placed on such subjects as anthropology, literature, and history of culturally-different people.

EJ024036 Miller, Harold J., "The Education of the American Indian," Coll Educ Rec (Univ. N. Dak.), v. 55, n. 4, Jan. 1970.

EJ002967 Misiaszek, Lorraine,"The Cultural Dilemma of American Indians" Soc Educ, v.33, n 4, April 1969 , pp 438-439-446

EJo22336 New, Lloyd,"Cultural Difference as the Basis for Creative Education", Northian, v.7, n.2, pp 16-21 Reprinted from Native American Arts, 1, published by the U.S. Department of Interior, Washington, D.C. (LS)

ED018285 Nostrand, Howard Lee"Toward a Bi-Cultural Curriculum, Report 1, Areas Where Research is Needed in Bilingual Education",Nov 1967.

Every child should learn to understand a second culture and its language in order to cope with intercultural conflicts. This, however, does not mean it is necessary to belong to two cultures, since inner conflict results unless one identifies himself with one way of life or the other. The bi-cultural curriculum proposed is a middle ground between two extremes--imposing the majority's life style and allowing the complete substitution of another. Thus, the best features of each culture would prevail, possibly leading to the eventual convergence of the two. This bi-cultural curriculum would provide the best chance of accomplishing two objectives--(1) the minority students would have the self-confidence of a secure home culture, and (2) the majority of students would be relieved of their superiority complex. The plan for developing this sort of bi-cultural curriculum would require the development of a descriptive knowledge of cultures, and the application of that knowledge in the curriculum. Once this becomes the task of educators to properly sequence experiences which will permit students to assimilate that knowledge. This report was presented at the Annul Conference of the Southwest Council of Foreign Language Teachers, Nov. 10-11, 1967, El Paso, Texas

ED017362 Owens, Charles S., The Division of Indian Education of the New Mexico State Department of Public Instruction to the Bureau of Indian Affairs. Annual Report, 1966-67.

During the past 15 years the average enrollment and daily attendance figures for New Mexico Indian children in the Johnson-O'Malley program have increased. This increase indicates progress by the Indian children in the mastery of language, which has been encouraged by the Division of Indian Education of the New Mexico State Department of Education. Indian have benefited from the use of Johnson-O'Malley funds by an increase in early childhood education, guidance and counseling services, health services, transportation, textbooks and school supplies, and lunch programs. The guidance section of the division of Indian Education has had three primary objectives--(1) encourage self-motivation and self-direction of Indian pupils, their parents, and their teachers, (2) secure more parental involvement in education and citizenship responsibilities, and (3) emphasize cultural similarities of all pupils as a new direction within the total educational situation, while learning about group and individual differences. In order

to achieve these objectives, the guidance office became involved in various work shops, conferences, and meetings, initiated two research projects pertaining to school dropouts on the secondary level, and conducted a survey involving Indian students in higher education. The total numbers of Indian children in the Johnson-O'Mally program for New Mexico are included in tabular form. (EE)

ED012193 Sizemore, Mamie, and Others, Colorado Indian Education Workshop Papers, 1964.

This document is a collection of articles written by members of the Colorado Indian Education Workshop. The articles are concerned with the problems of social, cultural, moral, emotional, and intellectual development of bilingual-bicultural children, as a meaningful curriculum is developed to correlate with their social and cultural environment. The children cited in the articles are--Navajo, Apache, Pueblo, Comanche, Ute, Eskimo, and Spanish-American. (JH)

ED019172 Smith, Anne M., New Mexico Indians--Economic, Educational, and Social Problems, 1966.

Indians comprise 6 percent of the population of New Mexico, although their numbers are not great, they represent a formidible problem since they rank lowest in years of education and highest in the percentage of unemployment of all groups in the state. The relationship between unemployment and education are clear and unmistakable and unless a larger percentage of the Indian children are enrolled in schools and graduated, their opportunities for a better life are poor. New Mexico Indians are divided in two major separate section on each of the 19 Pueblo Indian groups, Navajo, Jicarilla Apache, and Pueblo which depicts their resources, land, and government. A bibliographical reference section is included. This book is available for $1.75 from the museum of New Mexico, Santa Fe, New Mexico 87501.

ED016558 Stone, Veda, "The Indian Child in the Classroom", J Amer Indian Educ, v. 3, n. 3, May 1964.

In educating any group of children, the school's first responsibility is to each student as an individual, helping him to develop himself as freely and creatively as possible. To meet the educational needs of children, each teacher must understand the total environment of each child, accept the child as he is, and love and respect each child for his individual worth. The needs of Indian children also require the understanding, love, and respect necessary for all children, but there are basic differences between Indian and non-Indian children which teachers must understand. One of the main differences is the way in which the world is perceived, the non-Indian reacts to a made world, while the Indian reacts to the world as it is. Indians are a disadvantaged minority group who have 2/3 the life expectancy, 1/2 to 1/3 the level of education, less than 1/3 the income, and 7 to 8 times as much unemployment as the national average for all Americans. They also experience poorer health, a higher

infant mortality rate, and more frequent illnesses. Many Indians have no desire to integrate into the mainstream of American life, but prefer to retain their own identity.

ED013124 Wax, Murray, "American Indian Education as a Cultural Transaction", Teachers College Record, v. 56, n. 8, May 1963.

Education programs for the American Indian have undergone much turmoil and change. During the period of the early settlement of this continent, some tribes founded schools. The Cherokee schools are cited as an outstanding example. As Indians were forced to surrender most of their political independence and were forced to relegate to reservations, their control over formal education was lost. Their education became an example of cross cultural education in that educators of one culture taught pupils of another. Four areas of Indian educational problems are considered--(1) supposed technical inadequacy of the school system (2) ability of the Indian child to master the educational tasks, (3) negative parental attitudes toward a school system that inculcates alien values, and (4) career ignorance on the part of the Indian.

ED015033 Willey, Carrell S., An Interdisciplinary Institute for the In-Service Training of Teachers and Other School Personnel to Accelerate the School Acceptance of Indian, Negro, and Spanish-Speaking Pupils of the Southwest, Dec. 1966.

In conjunction with an interdisciplinary institute at New Mexico State University, a survey was conducted to determine perceptions and attitudes of community members and school personnel in the provision of equality of educational opportunity for Anglo, Spanish-American and Indian children in Aztec and Tularosa, New Mexico. The major questions asked were--How does the dominant majority Anglo culture view the abilities of Spanish-American and Indian children compared to their own, how does the Spanish-American and Indian parent feel about the abilities of his children compared to their Anglo classmates, is the failure of Spanish-American and Indian children, in contrast to the relative success of Anglo children in school, perceived as a result of differential treatment by teachers and school administrators, and how much of this failure do the members of the three cultural groups and the educators themselves attribute to inadequacies in the school program? Two distinct patterns emerged from the data. First, members of all groups perceive the Anglo child as most capable, the Spanish-American child as less capable, and the Indian child as least capable of achieving desirable goals. Second, all groups saw pupils as most capable of completing high school, less capable of attending trade school or college, and least capable of finding a job after school. Graphs and a bibliography are included. (JH)

Psychomotor Development

ED024519 Burke, Eleanor, and Others, Curriculum Guide for Child Development Centers, Five Year Old Program.

The Gallup-McKinley County schools developed this curriculum guide in an attempt to aid teachers involved in teaching English as a second language to Spanish-speaking students and students of Indian descent. The guide provides a brief description of the value systems of the three ethnic groups--Spanish American, Zuni, and Navajo. A phonetic analysis of the likenesses and differences between English and languages of the three groups is also presented. Objectives and activities designed for the five year old student are given in the areas of language development, social studies, numbers, physical education, health, science, music, and art. A bibliography of related materials consisting of 35 books and 18 pamphlets is also provided. (DK)

ED038192 Tefft, Virginia J, A Physical Education Guide With English Language Practice Drills for Teachers of Navajo Kindergarten and Primary School Children, June 1969.

Cultural and language barrier, particularly among Indian and Spanish American students, face 40% of New Mexico's school age children. This often forces them to become disadvantaged as they progress through the public schools. The present 1968-1969 study has devised guides for teaching physical education while giving second language practice in kindergarten and primary grades. Teaching approaches motivate the learning toward a process of self-discovery in each activity. Procedures are described for subject selection, devising the guides, field testing the guides, and data collection and evaluation. Eleven teachers in 2 public schools with 275 students mainly Navajo, field tested the guides for 18 weeks. It was found that, through teaching second language and physical education together, subjects learned to use selected English sentence patterns comfortably and appropriately, and associated language learning with enjoyable activities. It was recommended that the guides be revised, tested, and utilized along with a chapter devoted to review of related literature. The guides for teaching physical education simultaneously with English Language practice drills are appended. An evaluation of the field study is also presented. (AN)

Indian Education and Bilingualism

ED040965 Ammons, Madeline, Comp, and Others, A Navajo Teacher, Teacher-Aide guide, June 1969.

This guide for teachers and teacher-aides working with Navajo children is the product of a 3 week workshop for teachers and teacher aides given by the Bureau of Indian Affairs and Arizona Western College in June 1969. It outlines some of the basic differences between Navajo and Anglo culture and defines the liaison role that the bilingual teacher aide can play between these two cultures--between the teachers and the schools on the one side and the parents and children on the other. It also lists the duties that an aide can perform, both inside and outside the classroom, and presents checklists for evaluation of the teacher aide by the teacher, and vice versa. (RT)

ED019558 Anderson, Lynn R., Initiation of Structure, Consideration, and Task Performance in Intercultural Discussion Groups, April 1966.

Ratings of the leader's initiation of structure and consideration were obtained from 36 intercultural discussion groups of one American and one Indian graduate student plus an american leader. Ratings of group atmosphere, esteem for leader, and leader effectiveness were also obtained after each group completed an intercultural negotiation task and a group creativity task. Results showed that American and Indian members' esteem for leader and group atmosphere ratings were positively correlated with the leader's considerate behavior but not with his structuring behavior. Effectiveness as rated by Americans was positively correlated with consideration and initiation of structure. When rated by the Indians effectiveness was correlated only with consideration. The leader's self ratings of consideration and initiation of structure were positively correlated with his ratings of group atmosphere and of his effectiveness. Group performance was unrelated to consideration ratings but was positively related to initiation of structure, this finding being specific to the culture and the task. (author/AJ)

ED030089 Bauer, Evelyn, Bilingual Education in BIA Schools, March 1969.

The author examines the most promising approach to educating American Indian students--Bilingual education, which uses some combination of the student's mother tongue and English to transmit academic content and to foster the child's development in both languages. Interest in bilingual education, or at least in the inclusion of mother tongue in BIA schools goes back to the late thirties. A simplified Navajo alphabet was developed a pre-primer, primer, and first reader in English and Navajo were written and used in reservation schools. Other materials in Navajo--technical programs for adult education, a newspaper and dictionary--were followed by bilingual texts in Hopi and Sioux. English-Spanish texts were also prepared, in response to requests from Pueblo and Papago

leaders. (It was assumed in using these texts that reading and writing would be taught first in the child's mother tongue, and written English taught only after control of oral English had been achieved.) The five-year program, begun in the mid-forties by the BIA ongoing bilingual programs in Navajo and Hopi as well as various proposed programs, including Alaskan, are discussed in this paper. (AMM)

ED018283 Benham, Willam J., Jr., U.S. School Administrators Learn of Navajo Revolution, March 1968.

Navajo culture and language are quite different from that of other Americans, and help to account for generally low success of Navajo children in the classroom. By November 1966, when title I of the Elementary and Secondary Education Act had become available to federal schools, the Navajo Tribal Council's Education Committee had decided that what the students needed most was a better command of English and an improved self image. After determining that a linguistic approach greatly facilitated English as a second language (ESL) learning, consultants were hired to help in planning and evalutating ESL programs for the tribe. Two reservation ESL training centers, expanded in-service education opportunities, NDEA workshops, and consultants were all utilized to aid in teacher training and growth. Bus trips off the reservation contributed to student language enrichment. A contract has been made with the University of New Mexico to develop Navajo social studies units utilizing a multi-disciplinary approach aimed at developing proper appreciation by Navajos of their cultural heritage. Other programs have sought to involve Navajo parents in their childrens schooling, and there is a movement toward formation of reservation school boards composed of Indian Leaders.

ED031699 Blair, Robert W., and Others, Navajo Basic Course, Final Report June 1969.

This course is designed with one primary goal in view to encourage and lead the learner to communicate in Navajo in and out of class. Each of the 13 units has a preparation stage with a self-instructional program on various grammatical points together with other activities for the student preparatory to meeting with the instructor or coming to class. These preparatory activities include written exercises, short dialogs, vocabulary, and survival expressions. Following the preparation stage is the core stage in which material is presented by the instructor in short question-answer exchanges called micro-wave cycles (Stevick, ED012897) This stage provides for supervised application and active use of the material introduced in the preparation stage. By means of these drills it is hoped that the student can attain a state of overlearning, which he will then maintain by the continued review and use of the material. The introduction

to the course consists of (1) prolegomena to Navajo study, (2) presentation of the sounds of Navajo (tape-program), and (3) rules for reading and writing. The taped materials are available at cost from Bringham Young University, Provo, Utah 84601. (DO)

ED024490 Bureau of Indian Affairs (Dept. of Interior), Washington D.C. Navajo Bordertown Dormitory Program, Report to the Senate Appropriations Committee by the Commissioner of Indian Affairs, Feb. 1965.

Under the Navajo Emergency Education Program, launched in 1953, dormitories were built in towns near reservations and Indian children attended public schools under contractual agreements between the schools and the Bureau of Indian Affairs. In 1964 three BIA educators were designated to conduct an investigation of the program. The following conclusions were reached (1) bordertown schools will not provide the long range solution to the problem of providing high school education for Navajo youth (2) the long range solution to the problem lies in the development of the reservation public school system and (3) until the reservation public schools are able to assume their proper role, the Bureau must accept substantial responsibility for providing a high school education for Navajo youth. (SW)

ED024519 Burke, Eleanor, and Others. Curriculum Guide for Child Development Centers, Five Year Old Program, 1967.

The Gallup-McKinley County schools developed this curriculum guide in an attempt to aid teachers involved in teaching English as a second language to Spanish speaking students and students of Indian descent. The guide provides groups--Spanish American, Zuni, and Navajo. A phonetic analysis of the likenesses and differences between English and languages of the three groups is also presented. Objectives and activities designed for the five year old student are given in the areas of language development, social studies, numbers, physical education, health, science, music, and art. A bibliography of related materials consisting of 35 books and 18 pamphlets is also provided. (DK)

ED037289 Callaway, Sydney M., and Others, Grandfather Stories of the Navajos, 1968

Intended primarily as a supplementary reading book for upper elementary level Navajo children, this book is one of a series being developed by the Navajo curriculum center in Rough Rock, Arizona. The book contains English translations of 11 narratives dealing with Navajo history and culture. After an initial discussion entitled, "Talk With Navajo Students," the stories are divided into 3 categories methological narratives, historical accounts, and descriptions of things meaningful in Navajo life. A related document is RC004176. (TL)

ED015807 Forbes, Jack, Rough Rock Demonstration School. Southwestern Cooperative Educational Lab., Albuquerque, N. Mex, June 1967.

The Rough Rock Demonstration School is located in Northeastern Arizona, where the Navajo language is universally spoken by the Navajo people. It is located on a Navajo reserwation and was designed as a BIA experimental school to serve 200 elementary pupils, most of whom are in the boarding school situation. An objective of the school is to gain intensive parental involvement. To attain this goal, parents are encouraged to visit pupil classrooms and to participate in adult education classes consisting of weaving, handicraft, basketry, silver making, and reading and writing the Navajo language. The Rough Rock curriculum for the youngsters, includes--(1) the teaching of English as a second language, (2) the teaching of Navajo as a second language (a few Anglo and Hopi Indian children are enrolled), and (3) the teaching of Navajo history. Test results are available, comparing programs in English as a second language at Rough Rock with that at Many Farms, which is also a BIA school. This speech was delivered at a conference on research and activity in the language arts for the pre-primary/primary culturally diverse non-English speaking child, held in Albuquerque, New Mexico June4-6, 1967, sponsored by the Southwestern Cooperative Educational Laboratory, Inc. (ES)

ED016215 Goossen, Irvy W., Navajo Made Easier--A Course In Conversational Navajo, 1967.

This text is designed to introduce the basic vocabulary of Navajo in conversational form. Each of the 64 short lesson units contains a page of question-and-response patterns in Navajo (translated in English on the next page), followed by descriptive grammatical explanations and occasional comments on Navajo usage and culture. A page-indexed Navajo-English glossary is appended. The use of linguistic terminology is minimal. The author suggests work with a tape recorder and native speakers to implement the material in this 271-page volume. The publisher is Northland Press, P.O. Box N, Flagstaff, Arizona 86001. (AMM)

ED027520 Goossen, Irvy W., Haa'isha' Dine Bizaad Deiidiiltah (Let's Read Navajo Preprimer), May 1968.

This preprimer has been developed by the Northern Arizona supplementary education center in response to a renewed interest on the part of the Navajo people in learning to read their own language. A brief description of Navajo vowels, vowels length, tones, and consonants, prefaces the Navajo material. All the letters of the Navajo alphabet are introduced, being presented first in words containing contrasting sounds, and then in the context of simple sentences. The words containing the sounds being practiced are vocabulary items basic to Navajo family life, and are illustrated by simple black and white drawings to stimulate word recognition.

A page-indexed Navajo/English glossary of approximately 130 lexical items is appended. (AMM)

ED013172 Hass, John, and Melville, Robert, Educational Achievement and the Navajo, Sept. 1967.

A study was devised to appraise the academic achievement of Navajo students living in dormitories away from the Indian reservation. The following seven factors were chosen to be investigated as being directly related to achievement--(1) intelligence, (2) reading ability, (3) anxiety, (4) self-concept, (5) motivation, (6) verbal development, (7) interaction with the American culture. Interviews were used to test the interaction with American culture, and standardized tests were administered in testing the other factors. Subjects in the study included 97 Navajo students and 848 non-Navajo students in instructional program divisions seven through twelve in four secondary schools. Navajo students scored significantly lower than non-Navajo students on measures of intelligence, self-concept, and motivation, but significantly higher on the anxiety scale. Results of testing in verbal development indicated that Navajo students are operating at a lower level of concept formation than their non-Navajo peers. Interviews with Navajo students to determine interaction with the dominant culture indicated that this factor also influences the achievement of Navajo students. It was concluded, however, that reading ability is the factor that exerts the most influence over the academic achievement of Navajo students.

ED022498 Hoffman, Virginia, Oral English at Rough Rock: A New Program for Navajo Children, Aug. 1968.

Rough Rock Demonstration School is directed by local Navajo Indians who are (1) attempting to present both Navajo and American cultures, and (2) concentrating on teaching English as a second language. This illustrated document describes a program developed at Rough Rock which emphasized oral expression with the use of dramatic dialog. Descriptions and examples are given of materials designed for elementary students at the primary level. (DK)

ED040784 Hoffman, Virginia, and Johnson, Broderick H., Navajo Biographies, 1970.

Presented here is a collection of the life stories of 15 famous Navajo leaders. The document explores the eventful, often tragic, history of the Navajo tribe from the time of Narbona (1773), when Navajoland was Spanish territory, to the present. The document presents this historical account in a manner that reflects the pride and dignity of the Dine, as the Navajos call themselves. Through all the biographies, there is a chronological continuity which gives clarity to

the history of the Navajos and their relations with the outside world. The writing is intended for the student as well as the adult reader. Accumulation of the information was obtained through interviews with Navajo leaders and descendants of past leaders and through historical documents. Also included are a pronunciation guide for Navajo and Spanish words and a bibliography for the first 9 biographies. (EL)

ED017389 Howe, Elliot C., Programs for Bilingual Students of Utah, Nov. 1967.

Due to a shortage of qualified teachers for bilingual students, several approaches are now being utilized to up-grade the students' education. These include--(1) teaching accelerated Spanish courses to native speakers of the language, (2) using teacher aides in teaching English as a second language, (3) having Mormon families take Indian children into their families during the school year, to attend school with the children of their temporary foster parents, (4) reducing class sizes and having a smaller ratio of bilingual students to English speaking students, (5) providing arts and crafts classes for Navajo children to exploit their native abilities, and (6) broadening all areas of curriculum to offer a greater variety of programs for the bilingual student. This report was presented at the Annual Conference of the Southwest Council of Foreign Language Teachers, El Paso, Texas, November 10-11, 1967 (WN)

ED024497 Johnson, Broderick H., Navajo Education at Rough Rock, 1968.

The Rough Rock Demonstration School as established in Arizona in 1966 as an experiment in Navajo education. Characteristic of the program is a high level of parental and total community involvement. The school board is composed entirely of Navajos who have had very little formal education. Instruction in both the Navajo and English languages is provided. Preservation of the Navajo culture is characteristic of the Navajo people. Decisions and activities of the first six months' operations are included along with official policies of the school. (JH)

ED013672 Kluckhohn, Clyde, and Leighton, Dorothea, The Navajo, 1962.

The purpose of this Book is to provide background needed by administrators and teachers to work effectively with the Navajo people. Intially it discusses their economic and social life, the second portion describes their religious life, and the remainder explains problems of the Navajos and techniques they have developed to cope with these problems. Included are Navajo history, economy, personal relationships, non-Navajo realtionships, views on the supernatural, language, and their concept of life. The authors state that the lessons learned among the Navajo are generally applicable in dealing with any society. This document is available as no. N28 for

$1.45 from the American Museum of Natural History, New York, N.Y. (RB)

ED001693 The Miami Bilingual Program, June 1965.

In the bilingual school, one of four parts of the bilingual program, non-English speaking pupils at all levels are classified on the basis of their proficiency in English and grouped homogeneously according to their language ability. English is presented as a second language. Audiolingual techinques are emphasized, but reading and writing also receive attention. A student advances according to his ability. The school began in 1963 with summer workshops for teacher training and materials development. Sixteen groups of first, second, third and fourth grade pupils, half of whom are native speakers of Spanish and half, native speakers of english, are involved in the school program. Teachers and pupils work in their own language for approximately half the day and in the second language for the other half. Except for the use of both English and Spanish as instructional media, the instructional program is comparable to that of other Miami elementary schools. Other parts of the Ford Foundation Project (to expire on December 31, 1965) are--(1) the preparation of language and reading materials for intensive use with children entering school able to speak English or to read or write in either their vernacular or English, (2) an adaptation of the language textbooks (Fries American English Series) originally developed for Puerto Rican Children, and (3) the preparation of guide and audiovisual materials for teachers of non-English speaking pupils.

ED014727 Ohannessian, Sirarpi, The Study of the Problems of Teaching English to American Indians: Report and Recommendations. Center for Applied Linguistics, Washington, D.C., 1967.

Learning and teaching of English in BIA schools was assessed. Areas of concern were (1) administrative aspects of boarding and day schools (2) the performance, preparation and recruitment of teachers (3) the performance of students (4) instructional materials.

ED027545 Ohannessian, Sirarpi, Planning Conference for a Bilingual Kindergarten Program for Navajo Children, Conclusions and Recommendations, October 11-12, 1968.

This report summarizes a meeting sponsored by the Bureau of Indian Affairs and carried out by the Center for Applied Linguistics to outline a bilingual kindergarten program in which Navajo would be the main medium for kindergarten activities, with oral English introduced as a subject. The meeting was the direct outcome of the recommendations of the study of the problesms of teaching English to American Indians conducted by the CAL and sponsored by the BIA in 1967. (See ED014727.) Agreed on were (10 the endorsement of the concept of bilingual kindergartens for Navajo children (2) the vital importance of involving Navajo parents and community (3) the need for general information on bilingual education (4) the teaching of Navajo culture in

in the kindergarten and (5) the necessity for listing English structures and vocabulary items to be covered during the kindergarten year, indicating phonological, morphological, and syntactic problems of interference from Navajo. Least agreement was on how to teach English at kindergarten level (a play approach using songs, games, and other activities, vs, more formal instruction using linguistically structured materials). It was suggested that several models be worked out, offering alternative approaches. Recommendations concerning general policy, the bilingual curriculum, and the preparation of teachers are presented. (AMM)

ED027515 Olstad, Charles, Ed., Bilingual Education in Three Cultures, Annual Conference of the Southwest Council for Bilingual Education, El Paso, Nov. 9-10, 1968.

These reports deal with the American English, Texan Spanish, and Navajo languages and cultures. English in Bilingual Education, by Elizabeth Ott, describes the history of education in the Southwest and examines the concept and many forms of bilingualism An example of a possible bilingual instructional program is given. The Spanish vernacular of Texas, a valuable medium in bilingual and bicultural education by Sergio D. Elizondo, finds that the much denigrated Tex-Mex is well established and widely used as far as California, Michigan, and Ohio. The vigor of this Texas-type Spanish evinces the vigor of its culture both factors must influence the formation of educational programs for the U.S. Mexicano. Tense, mode and aspect in Navajo, By Ivy W. Gossen, is an overview of some of the problems met with in comparing the tenses of English with the modes of Navajo. Interpretations of Anglo American Culture, by Chester Cristian, stresses the practical American efficiency responsible for a high standard of living and bureaucracy and lack of respect for human values. It suggests that the Anglos' impatience with different cultures may be cause for their unpopularity with other cultures. Hispanic culture in the Southwest, by John H. Haddox outlines those cultural values weak or lacking in Anglo American society, and notes a special Mexican-American desire for cultural synthesis. (AMM)

ED040916 Multi-Media Resource List: Eskimos, and Indians, Ontario Dept. of Education, Toronto, 1969.

This resource list is intended to inform teachers of the teaching aids which are available about Eskimos and Indians. It includes the following sections in loose-leaf form for Eskimos, General, Indians of Canada, Indians of other Regions, Indian Culture, Myths and Legends, Biography and Fiction. Films from the Ontario Dept. Of Education, form the National Film Board, and S. V. E. Single-concept loop films free and inexpensive materials, maps, museums, picture sets, records and slide sets. (MBM)

ED028447 Pfeiffer, Anita, The Role of TESOL inBilingual Education for the Navajo Child, March 69.

In American-Indian and Spanish-American populations, many schools ignore the first language and culture of their students and teach English as a second language in a hit or miss manner. Bringing some order out of this chaos has been one of TESOL's most significant contributions. The author feels, however, that there is no substance to teaching English to speakers of other languages in and of itself. It has value only as a means of helping the child communicate in a different medium. In 1967, a case study was made which focused on a Kwakiutl Indian considered particularly well-adapted and bicultural. The summary of the study showed that an individual could make one of five choices in dealing with other cultures. He could (1) completely reject the new culture (2) completely reject his own culture (3) reject both cultures and start a new one--e.g., the peyote religious sect (4) remain suspended between the two cultural systems, escaping through excessive drinking, with a high degree of anxiety or (5) participate in two or more cultural systems, moving back and forth between them. The author describes herself as a person having made the fifth choice. She discusses the bilingual, bicultural program for Navajo children at Rough Rock Demonstration School in Chinle, Arizona. (AMM)

ED017382 Roessel, Robert A., Jr., The Right to be Wrong and the Right to be Right. Arizona State Univ., Tempe Coll. of Education, Jan., 1968.

Indian education has been controlled for the most part by the Officials of public schools and the Bureau of Indian Affairs. There is now a new type of school for Indian youngsters which returns the element of local control to adult Indians. This demonstration school is located at Rough Rock, Arizona, and exhibits two unique experimental elements, local control and cultural identification. The policies which make their school different--(1) the boarding school children are permitted to go home each weekend, (2) the dormitories are managed by Navajo adults who are not professionals, and (3) salaries of non-certifies personnel were reduced, making possible the hiring of Navajos who were unable to find employment elsewhere. This speech was presented at the Eighth Annual Indian Education Conference, Arizona State University, Tempe, March, 1967. It also appears in the Journal of American Indian Education, vol. 7, n. 2, January, 1968, pp. 1-6 (ES)

ED037288 Roessel, Robert A., Jr., Ed, &Platero, Dillon, Ed. Coyote Stories of the Navajo People, 1968.

Intended as a supplementary reading book for elementary level Navajo children, this book is one of a series being developed by the Navajo curriculum center in Rough Rock,

Arizona. This volume contains a collection of 14 illustrated coyote stories collected from Navajo storytellers and translated into English. These stories have great significance to the Navajos because they express, enhance, and enforce the morals and norms of Navajo society. A related document is RC004177. (TL)

ED041916 Schmidt, Carl P, and Alphonso-Karkala, John B., Teaching the Literature of the Global Village April, 1970

One article, "Non-Western Literature Cultural Diversity and The Reader's Response," explores some of the difficulties encountered in studying non-western literature: The different conceptions of time in eastern thought, the ways in which these differences affect Indian and Japanese literature, and the necessity of altering the manner so western students may understand non-western literary worlds. "Indo-English Fiction", 1847-1947, the second article, discusses Indian authors and the literature which they have produced in English--early social chronicles, female autobiographies, and novels--as well as authors' translations of their Indian works into English. Short bibliographies are included for Indian, Chinese, Japanese, African, and general global literature. (MF)

ED040396 Sager, William R., Ed, and Madsen, Betty M. Ed., English for American Indians, a Newsletter of the Office Of Education Programs, Bureau of Indian Affairs, United States Department of the Interior. 1970

This Bureau of Indian Affairs publication focuses on the problems of beginning reading in English. Ralph Robineet's "The Teaching of English Reading to American Indian Children" discusses basic premises and approaches to reading for speakers of English as a second language or as a standard dialect. The information exchange describes projects and reports primarily concerned with the Navajo--a reading study, a reading survey, a kindergarten program, and an orthography conference. Reviewed also are articles by Roger Shyu, William Labov, and Ronald Wardhaugh, and an anthology edited by A. C. Aarons, B. Y. Gordon, and W. A. Stewart. The subjects reviewed cover reading materials, problems, and instruction, and linguistic-cultural differences in American education. The materials section describes the Sullivan Programmed Readers, The Miami Linguistic Readers, The Alaskan Readers, and Readers for Cherokee, Hopi and Apache. See ED026629, ED027546, and ED029298 for the first three English for American Indians publications. (AMM)

ED010291 Stafford, Kenneth R. Problems Solving As A Function of Language Arizona State Univ., Tempe, August, 1966.

This research attempted to relate problem-solving behavior to language by finding relationships between (1) problem solving and language type and (2) problem solving and categories of bilingualism. English speaking monolingual and types of Navajo eighth-grade pupils were compared on problem-solving tasks.

IQ and reading comprehension were controlled. Findings indicated that the compound bilinguals did less well than cordinate bilinguals and English-speaking monolinguals, but that there was no difference between the coordinate bilinguals and the monolinguals. Differences were explained in terms of Osgoods's two-staged mediation model and interference. Implications for the language training of bilinguals were mentioned. (GD)

ED012455 Stafford, Kenneth R. and Van Keuren, Stanley R. Semantic Differential Profiles as Related to Monolingual-Bilingual Types, 1967.

In order to compare concepts of meaning similarity of English and Navajo bilinguals, an experiment was conducted in Northern Arizona with 57 Navajo eighth-graders, They were classified as either compound of coordinate bilinguals according to whether they had assimilated two languages in associated contexts or in dissociated contexts. The study was designed to investigate the scope of semantic distances among monolinguals, compound bilinguals, and coordinated bilinguals, and to determine the degrees of polarity. The subjects were tested and rated on their reactions to for common comcepts--Father, home, food, and me. Only the second of two proposed hypotheses was supported, and failure for the first was perhaps due to subtle differences in language proficiency which the research procedure did not pick up. The author suggests that this experiment could be a basis for additional research on the correlation between the Navajo's language and his cultural environment. (FB)

ED038192 Tefft, Virginia J., A Physical Education Guide With English Language Practice Drills for Teachers of Navajo Kindergarten and Primary School Children, June 1969.

Cultural and language barriers, particularly among Indian and Spanish American students, face 40% of New Mexico's school age children. This oftenforces them to become disadvantaged as they progress through the public schools. The present 1968-69 study has devised guides for teaching physical education while giving second language practice in kindergarten and in primary grades. Teaching approaches motivate the learner toward a process of self-discovery in eash activity, procedures are described for subject selection, devising the guides, field testing the guides, and data collection and evaluation. Eleven teachers in 2 public schools with 275 students mainly Navajo, field tested the guides ofr 19 weeks. It was found that, through teaching secondlanguage and physical education together, subjects learned to use selected English sentence patterns comfortabley and appropriately, and associated language learning with enjoyable activities. It was recommended that the guides be revised, tested, and utilized in an extended

36-week program. The document contains a bibliography, along with a chapter devoted to review of realted literature. The guides for teaching physical education simultaneously with English language practice drills are appended. An evaluation of the field study is also presented. (An)

ED016200 Troike, Rudolph C., Comp., Bibliographies of American Indian Languages, 1967.

The 12 bibliographies which make up this colection were complied by Mr. Troike's students in a graduate-level course in American Indian Languages at the Universtiy of Texas, 1966-67. Language familes included are--(1) Na-dene, (2)Navajo, (3) Algonquian, (4) Uto-Aztecan, (5) Siquan, (6) Iroquian, (7) Mayan, (8) Mixtec, (9) Quechmuaran (Quechul-Aymara), (10) Panoan, (11) Jivaro, and (12) Tupi-Grarani. Most of the bibliographies include an indication of the most important memebers of the language family, and a list of the journals covered. A brief introductory section presents in outline form the Voegelin classification of American Indian languages north of Mexico, and native languages of Mexico and Central and South American Indian Languages (After sol Tax, 1960). (JD)

ED022618 Wall, Leon Morgan, ... Navajo-English Dicationary, 1958.

A brief summary of the sound system of the Navajo language introduces this Navajo-English dictionary. Diacritical markings and an English definition are given for each Navajo word. Words are listed alphabetically by Navajo sound. (VM)

ED018803 Wilson, Robert, "Guides for Teaching English as A Second Language to Elementary School Pupils," Teaching English Early, California State Dept. of Education, Sacramento, Dec. 1967.

Final report and project summary. Report and rational. The guides have been written to help teachers provide effective instruction for children who do not speak English as their native language. Materials are a series of carefully sequenced daily lessons based on audio-lingual principles of learning and are written for a situation in which 8 or 10 children are taken from regualr classroom each day for 1/2 hr. special instruction. Each lesson included review and evaluation activities as well as special directions to the teacher.

ED021655 Young, Robert W., English as a Second Language for Navajos, an Overview of Certain Cultural and Linguistic Factors, 1968 .

Cross-cultural training for teachers of English to Navajo children is necessary because many concepts are not shared by both English and Navajo cultures. In addition, phonological, grammatical, and structural features constitute areas of wide divergence between the two languages. Similar letters and combinations of letters vary in placement and pronunciation. In the Navajo language, vowel length and nasal quality of vowels distinguish meaning, consonant clusters do not appear at the end of syllables, and the verb dominates to the extent that many English nouns when translated are verbal forms in Navajo. By distinguishing areas of sharp divergence between the two

languages, a framework ispresented for the development of materials insturctional techinqies, and teacher training to specifica y meet the needs of the Navajo student of English. (JEH)

ED024486 Young, Robert W., Comp., The Navajo Yearbook, 1961.

The Navajo Yearbook began as an annual report of progress in carrying out provisions of the Navajo-Hopi long range rehabilitation Act (P.L. 474-81st Congress), but the scope has been expanded to include all programs conducted on the reservation. This volume, the eighth in the series, is designed to reflect changing problems, changing programs, and overall progress toward realization of the objectives of the Act, and provides specific information with reference to the period 1959-61. Categories include those programs aimed primarily at solving economic and social problems of education, health, and welfare, and facilitating programs such as road consturction. The purpose of the yearbook is to meet the need for information in consolidated form for program coordination. (JH)

Language

ED030657 Cooper, Charles R., Reading Development in the High School English Class, A Rationale and Some New Sources, 1969.

English teachers must teach the reading skills which high school students need to handle informational reading matter and the more thoughtful magazines on the market, as well as the materials every adult encounters on the job or in pursuing a hobby. They must concern themselves with teaching students to read nonfiction prose for the following reasons (1) students with high I.Q.'s and reading scores may still be reading below their capabilities. (2) The materials that students must read in school become increasingly complex in syntax and over-all organization. (3) The concepts that students must master become more abstract and complex. (4) Reading skills must be taught because he will not acquire them automatically. (5) much prose nonfiction is not well-written and, thus, students need adequate reading skills to get through it. (6) teachers of other subject matter are not teaching these reading skills. Several excellent books are available for the teacher or administrator interested in improving reading instruction. (LH)

ED013831 Barry, James D., The Future of the English Curriculum., 1967.

A selection of papers delivered on January 28-31, 1967 at Loyola University's NDEA Institute on English Institute materials Center (EIMC) materials considered means of improving the selection and use of curriculum materials in 1967 summer institutes. In the introduction James D. Barry explains the purpose and workings of the institute. Four trend papers from the conference included here provide expositon of major ideas stirring the profession and demonstrate the importance of considering textbooks, courses, workshops, or materials in terms of seminal ideas. The papers are trends in teaching literature by Arthur M. Eastman, trends in teaching language by Harold B. Allen, Trends in Teaching Compositon by Wallace W Douglas, Trends in Reading by Walter T. Petty, and the uses of EIMC materials in 1966--significance of the Future by Leo Ruth. (BN)

EJ018433 Bennett, Robert A., "Roberts English-The Great Experiment", Elem. Engl v.47, n.4, April 1970, pp 510-19.

Encourages California Teachers to use the Roberts English Series as effectively as possible by implementing and modifying it to suit the needs of students, based on a speech given to California Reading Association (Fresno, California Reading Association, Nov. 2, 1968). (SW)

EJ018804 Botha, Elize, "The Effect of Language on Values Expressed by Bilinguals," J. Soc Psychol, v. 80, n. 2, April 1970, pp 143-5.

The results of this study show that when no significant differences exist in status attached to the languages of a bilingual, any differences in value system as express in the two languages are slight. (CK)

ED021854 Butler, Donna, Ed, & O'Donnell, Bernard, Ed., A Guide to Available Project English Materials, Oct. 1968 .

This guide is a collection of abstracts--most of them selected from English curriculum study and demonstration centers of the USOE English program (Project English). It is intended to ease the announcement and distribution problems of the centers by directing readers to the materials available from commercial or university publishers and from the ERIC document reproduction service. Arranged by center indexed by subject, the abstracts represent curriculum guides, reserach reports, textbooks, and other products for kindergarten through grade 12. Some of the materials are directed toward specific grade levels and are concerned with teaching english as a second language, teaching the disadvantaged, and English teacher preparation. Complete ordering information is provided for all materials. (HB)

ED029045 Butler, Donna, Comp, & Denby, Robert V., Comp., ERIC Documents On The Teaching of English, 1956-1968, May 1969.

This bibliography of 942 items, the first in a continuing series, is an attempt to bring together a list of all the documents relating to English teaching which are processed into the ERICsystem and which are available from the ERIC document reproduction service. It includes documents from the Office of Education Research reports 1956-1965, from the catalog of selected documents on the disadvantaged, and from the issues of Research in Education, Nov. 1966 through Dec. 1968. Titles of documents are arranged under 12 subject headings General, The Teaching Profession, Curriculum, Oral Expression and Listening, written Expression, Language, Literature, Humanities, Dramatic Arts, Film Study, Teaching English as a native Language, and Teaching English to Speakers of Other languages. An author index is provided. Citations for documents include full ordering information. (LH)

ED038430 Butler, Donna L., Ed, & Thiess, Carolyn, Ed., ERIC Documents on The Teaching of English, Vol. 3, July-December 1969, April 1970.

The second 6-month supplement to ERIC documents on the teaching of English 1956-1968 (ED029045), this bibliography of 1149 items represents a continuing effort to compile a list of all documents relating to English teaching which have been processed into the ERIC system. It includes articles announced in the twelve 1969 issues of current index

to journals in Education. In addition to documents announced in the July through December 1969 issues of Research in Education. Availability sources are given for entries, including full ordering information for those documents available from the ERIC document reproduction service. Titles of documents are arranged under 13 subject headings.

ED001701 First, Ramona K., and McLeod, Doris G., Typewriting Instruction as an Aid to the Learning of English as A Foreign Language, Summary, 1964.

A 12 week course in typewriting was prepared for foreign students who met university level requirements in this country but were deficient in English language skills. Fifteen experimental students who completed the course were compared with a control group. The uniformity of the statistical results in favor of the experimental goup over the control group led to the conclusion that typewriting instruction can be used effectively as an aid to the learning of English as a Foreign language. At the same time a useful skill can be gained.

EJ002771 Grobel, Lillian S, and Larson, Richard R., "Analysing Curriculum Materials for English" Ele Engl, v.46, n.3, March 1969, pp 347-50.

...

ED029930 Johnson, Kenneth R., "Teaching Culturally Disadvantaged Pupils (Grades K-12)," Unit VII Improving Language Skills of the Culturally Disadvantaged, April 1967.

The seventh in a series of inservice teacher education units is devoted to improving the language skills of disadvantaged students. Part I discusses standard and nonstandard English, and the structural and functional interferences posed by the language systems used by disadvantaged pupils. Part II is devoted to the dialects used by Negro and Appalachian pupils, Negro slang, and techniques which are effective for teaching standard English. Included are two sample lessons. Part III focuses on the language problems of Mexican American children posed by their bilingualism. The important points presented inthe unit are summarized, and discussion questions and a bibliography are included. For other units in this series see UD005366, UD005367, UD006843, UD006842, UD007191, and UD005472. (NH)

ED029930 Josephy, Alvin M., Jr., The Nez Perce Indians and the Opening of the Northwest, 1965.

The history of the conquest and dispossession of the Nez Perce Indians of the American Northwest by invaders from the time of the Lewis and Clark expedition in 1805 to the present is related. Their general culture is described including religious practices, eating habits, methods of acquiring food, construction of homes, and music. Characteristics and beliefs of the Nez Perces are cited. An

account is given of the work of missionaries to overcome problems in converting the Indians and resistance encountered in teaching them English. Discussion of the numerous wars with the white man, the many treaties which finally subjugated the Nez Perces to a reservation, and their present condition which is one of living barely above subsistence concludes this book.

EJ008694 Kirshenbaus, Howard, and Simon, Sidney B., "Teaching English With a Focus on Values" Engl J, V.58, n.7, Oct. 1969, pp 1071-76, 113.

ED015900 Kitzhaber, Albert R. Speech Manual. Rhetoric Curriculum V, Student Version.

This manual is a reference aid for 11th-grade students preparing speaking assignments. Chapter 1, The Physiology of Speech, contains information of the speech organs and their functions in the production of sounds. The main points of Robert's Rules of Order are outlined in Chapter 2. Chapter 3 gives attention to outlining and to preparing introductions and conclusions for a speech. Chapter 4, Speeches for Specific Purposes, analyzed the special problems characteristic of speeches which inform, persuade, entertain, or are for special occasions. Types of speaking--interviewing, impromptu speaking, oral interpretation, and choral speaking--are discussed in chapter 5, and in chapter 6 methods of analysis and evaluation of speeches are explained. The latter chapters include model situations, suggestions for speeches, and exercises in the application of instructional material. An appendix contains model speeches, selections for oral interpretation, an an annotated list of recommended recordings. See also ED010129 Through ED010160, ED010803 through ED010832, TE000195 throughTE000220, and TE000227 through TE00249 (DL)

ED015910 Kitzhaber, Albert R., The Theory of Deep Structure, Language Curriculum V, Student Version.

An explanation of the theory of deep structure as it serves to describe the English language simply, consistently, and completely constitutes this language unit for 11th-graders. Presupposing the student's knowledge of phrase structure and transformation rules, the concept of deep structure is illustrated in the imperative and passive sentence forms, and exercises are provided for student practice in noting the derivations of and the relationships among such sentences. Brief sections deal with nominalizations, ambiguities, and deletions in the theory of deep structure. See also ED010129 through ED010160, ED010803 through ED010832, TE00195 through TE000220, and TE000227 through TE000249. (RD)

ED015919 Kitzhaber, Albert R., A Mature Attitude Toward Usage, Language Curriculum VI, Student Version.

This language unit on usage for 12th-grade students is divided into six sections--Introduction to the Students, Usage in the High School English Class, Variations Within Standard American English, Bases for Judgments About Usage, and Characteristics of a Mature Attitude Toward Usage. Four

exercises, some with multiple parts, direct the student (1) to examine differences between American and British English among American dilects, and among usages of varying social levels, (2) to identify the usage levels of numerous expressions, (3) to analyze a specific expression, the usage level of which is not readily apparent, and (4) to define good English. See also Ed010129, through ED010160, EDC10803 through ED010832, TE000195 through TE000220, and TE000227 through TE 000249. (RD)

ED041907 Klemm, James F., A Study of Two Approaches to the Teaching of Spelling in the Seventh Grade of a Bicultural School System, 1969.

This study attempted to determine the relative effectiveness of the conventional teacher-directed approach to spelling instruction when compared to a self-directed student-centered approach for 7th-grade students, many of whom spoke Spanish. Spelling achievement was measured by two forms of the same test, while language I.Q., non-language I.Q., and total I.Q. were measured by a menatal maturity test. Information on the language spoken at home, class group, sex, date of birth, and previous experience with S.R.A. reading and spelling materials was gained from student records. Data collected from treatment revealed that (1) students in a conventional classroom show greater spelling achievement than those using an S.R.A. spelling laboratory (2) language spoken in the home, sex, chronological age, the relationship of language I.Q. to non-language I.Q., and prior S.R.A. experience have no significant influence (3) homogeneous classroom grouping has no consistent effect (4) low-ability or below-average intelligence students make significantly greater gains through a conventional classroom approach (5) students of average and above-average intelligence are not affected by the approach to the teaching of spelling and (6) significant factors in spelling gains are correct.

EJ018811 Krear, Serafina E, "The Role of the Mother Tongue at Home and at School in the Development of Bilingualism," Engl Lang Teaching, v. 24, n. 1, Oct 1969, pp 2-4.

The author argues that pupils who use their mother tongue at home and imitate the native speakers of English at school will learn to speak English without a foreign accent, will have a more wholesome self-concept, and will be bilingual. (FWB)

ED019154 Lamberts, J.J. and Others, Teaching English as A Second Language, 1962.

Seven papers are compiled under the general subject heading of Teaching English As A Second Language. Linguistics is discussed in relation to teaching English and in relation to teachers of Indian children. The Lado English language series

is reviewed. A report by National Council of Teachers of English presents facts relative to teaching English as a second language in the United States and other countries. Ideas for greetings and simple request phrases for teachers, as well as genrealized procedures for teaching English, are included. (SF)

ED001756 Langdon, Grace, and Stout, Irving W., The Use of Toys in Teaching English to Non-English Speaking Children, 1964.

A study was made over a 4-year period with 478 non-English speaking children, boys and girls, ages 5-13, of Navajo Indian background, in Ganado Public School, Arizona. Toys for the project by the 72 participationg toy manufacturers. Findings indicate that while the use of toys can not be considered a panacea for all teaching ills, their use in Ganado following the regular school curriculum, shows that they provided a broadened basis for language use, brought much new information, expanded vocabulary, clarified word meaning, and made learning concrete instead of abstract in every subject studied. Toys can be considered as visual aids as well as teaching aids, they may serve as links between the two cultures, helping to lessen barriers and open doors to Navajo children. Implications should have value and interest in areas of New York, Texas, Southern Florida, parts of Louisiana and in Maine, where English is sometimes the second language of children entering school. Toys may also be useful in working with premitive groups in foreign countries.

EJ018432 Lester, Mark "Review of the Roberts English Series", Elem Engl, vol. 47, n. 4, April 1970, pp 493-509.

A review of books 3 through 8 for grades three through eight. (RD)

ED040195 Light, Richard L., On Language Arts and Minority Children Nov 1969.

Education for minority group children has been completely inadequate through the failure of educators to understand sympathetically the children's linguistic and cultural backgrounds and through the erroneous emphasis upon replacing poor speech habits rather than adding a second dialect (Standard English). To help reduce the gap between ideals proclaimed by National Educational Advisors and actual conditions, the USOE supplies funds for several programs (1) the Bilingual Education Act provides for instruction in a child's first language as well as in standard English, thus assuring status for his own culture (2) the career opportunities program promotes the recruitment and training of low-income and minority group high school graduates for work with disadvantaged youth and (3) the Triple T Program trains the trainers of teachers and other education leaders, and implements permanent changes in institutions which have failed to prepare educators of minority children--especially in the language arts. Those working with children

whose first language is not standard English must have an understanding of the nature of language and the cultural, social, and classroom factors of second language learning. (MJ)

ED013818 A Curriculum for English, Student Packet, Grade 7, Nebraska Univ., Lincoln, Curriculum Development Center, 1965.

The seventh grade student packet, produced by the Nebraska curriculum development center, begins with the unit entitled, "The Making of Stories", in which students consider writers' audiences and methods of composition and presentation. Such material as A Christmas Carol and selections from the Odyssey, Beowulf, Hymn to Hermes, and Grimm's Fariy Tales are studied to show the different sets of conditions under which authors make up stories. A related unit, "The Meaning of Stories", attempts to teach students, through poems and stories, to ask what a story means and how the meaning is communicated. With this background students are prepared to study selections in three units on mythology--Greek myths, Hebrew literature, and American Indian myths. In the following unit, students encounter ballads, American folklore, and a western novel, Shane. The final literature unit, "Autobiography--Benjamin Franklin", is designed for the study of a literary genre and the writing of personal autobiographies. In the language units, students study forms of words and positions of words in sentences, the organization and use of the dictionary, and methods of solving individual spelling problems. Units contain overviews of material to be studied, discussions of literary genres, historical backgrounds of works, study and discussion questions, composition assignments, exercises, supplementary reading lists, vocabulary lists, and glossaries. Literary selections not readily available in textbooks are reprinted in the student packet. This manual (three volumes) is available from the University of Nebraska Press, 215 Nebraska Hall, Lincoln, Nebraska 68508. The related teacher packet for grade seven is TE 000059. (LK)

ED013820 A Curriculum for English, Student Packet, Grade 8, Nebraska Univ., Lincoln, Curriculum Development Center, 1965.

The eighth grade student packet of the Nebraska English Curriculum begins with a unit on "The Making of Heroes, The Nobleman in Western Literature", which leads students to question what makes a hero, what he is like, and how he exists in literature. After reading a number of brief selections from such works as The Aeneid, Sir Gawain, and The Outcasts of Poker Flat, students are encouraged to become cognizant of the differences between ancient, Cristian and modern heroes. With this background, the student moves on to three related units--The Epic Hero, The Journey Novel Hero, and the Historical Novel Hero--each focusing on characteristics and variety of heroes in these genres. The final liter-

ature unit, the"Heritage of the Frontier", investigates that locale which frequently gives birth to heroes and heroic actions in American literature. In the language units, students are introduced to the history of the English language and the study of sentence syntax semantics--areas which follow naturally from the study of form classes and lexicography in the seventh grade and anticipate the units on syntax and the uses of language in the ninth grade. Units include supplementary reading lists, topics for composition, a book review outline, and exercises. Literary selections not readily available in textbooks are reprinted in the student packet. This manual is available from the University of Nebraska Curriculum Center, 231 Andrews Hall, Lincoln, Nebraska 68058. The related teacher packet for grade eight is TE000061. (DL)

E 013822 Curriculum For English, Student Packet, Grade 9, Nebraska Univ., Lincoln, Curriculum Development Center, 1965.

The first unit of the student packet for grade nine of the Nebraska English Curriculum is a study of the relationships which exist between author and audience, and an examination of the epigram, limerick, parable, fable, and ode. With this background, students consider Avarice and Animal Farm as examples of formal and menippean satire, anticipating later study of Augustan satire. To understand the idea of a play, students examine The Frogs, The Knight of the Burning Pestle, and Our Town, representing Greek, Renaissance, and modern drama respectively. The comedy unit, including Arms and the Man, Twelfth Night, and The Green Pastures, extends this study of drama. The Odyssey, exemplifying the epic, and two mock epics--The Owl and The Wind in the Willows--relate to the epic hero and satire units studied previously. Language-composition units include (1) dialect, (2) phonology, introducing the concepts of stress, pitch, and juncture, (3) syntax and the rehetoric of the sentence, concerned primarily with student's revision of their writing, and (4) the uses of language--imaginative, expressive, directive, cohesive, informative, and contractive. All units contain overviews, study and discussion questions, composition topics, and texts of literary works not in core texts used with the packet. This manual is available from the University of Nebraska Curriculum Center, 231 Andrews Hall, Lincolm, Nebraska 68508. The related teacher packet for grade nine is TE000063. (RD)

ED013824 Curriculum for English, Student packet, Grade 10, Nebraska Univ., Lincoln, Curriculum Development Center, 1965.

The student packet for grade 10 of the Nebraska English Curriculum begins with four units on literature, each stressing an aspect of man's conception of the world. Through a study of the literature of several cultures, nature, man's picture of nature. The second unit, "Man and Society, The Leader and the Group", attempts to teach students that leadership is product of an interaction

between particular men and particular societies, and that it reflects certain ideas about those societies. An examination of the theme "Sin and Loneliness and Its Relatioship to Man's View of the World as Seen Through Moral Law" comes next. In this unit, such works as Hardy's The Return of the Native and steinbeck's The Pearl are read. Finally, the unit on tragedy synthesizes the relationship of all the previous grade level units through the study of Sophocles' Oedipus The King, Marlowe's Doctor Faustus, and Synge's Riders to the Sea. The language units, "The Rhetoric of the Sentence and Rhetoric--Indiction and the Whole Composition" are transitional between the study of syntax in previous grade units and the investigation of formal rhetorical considerations in the 11th and 12th grades, units contain overviews and background material, reading and discussion questions, composition assignments, supplementary reading lists, language exercises, and literary selections not readily available in textbooks. This manual is available from the University of Nebraska Curriculum Center, 231 Andrews Hall, Lincoln, Nebraska 68508. The related teacher packet for grade 10 is TE000065. (DL)

ED013826 A Curriculum for English, Student Packet, Grade 11, Nebraska Univ., Lincoln, Curriculum Development Center, 1965.

The 11th-grade course of study in American literature presented in the student packet for the Nebraska English Curriculum begins with a unit entitled, "Individualism and Idealism", in which students analyze spiritual autobiographies by Emmerson, Thoreau, Whitman, and Dickinson. Next, the theme of Sin and Loneliness as it Limits Individualism is explored in the Scarlet Letter, Billy Budd, The Adventures of Huckleberry Finn, and the Wasteland provide the basis for a consideration of satire which exposes materialism and conformity. Cather and Frost are studied in My Antonia, The Witch of Coos, and Nothing Gold Can Stayas writers who search for a form intrinsic in their subjects, literature units stress evaluation of the writers' concepts and purposes, analysis of structural techniques employed, and explication of the literary works. Language units emphasize the rhetoric of the paragraph and the mastery of diction in essay-writing. Study-helps include overviews, introductory essays, writing exercises, reading and discussion questions, and literary selections not readily available in textbooks. This manual is available from the University of Nebraska Curriculum Center, 231 Andrews Hall, Lincoln, Nebraska 68508. The related teacher packet for grade 11 is TE000067. (RD)

ED013828 Curriculum For English, Student Packet, Grade 12, Nebraska Univ., Lincoln Curriculum Development Center, 1965.

The literature program of the frade 12 student packet of the Nebraska English Curriculum consists of a selective survey of English literature from the Renaissance to the 20th century It begins with a unit of Shakespearean Tragedy in which students read revenge tragedies--Seneca's Thyestes and Kyd's The Spanish Tragedy--as preparation for the reading of Hamlet. The second unit, the Christian epic, relies on readings in previous packets for background on the epic, and centers on book one of

Spenser's The Faerie Queen and Milton's Paradise Lost. The next two units, on Augustan satire, are designed to help students understand man's relationship to society in the new enlightenment world. The unit entitled the Writer as Rebel and Prophet provides material for the analysis of the romatic rebellion and its poetic manifestations in ode, the sonnet, and the allegorical romance. In the final liturature units, three views of the 19th-century English class system as see in Pride and prejudice, Great Expectations, and The Mayor of Casterbridge are examined. The language and composition program culminates the students' study of rhetoric through the examination of the grammatical system, the conceptual patterns of the paragraph and larger units, and the importance of deductive logic in composition. Units include informative overviews and introductory materials, study and discussion questions, composition topics, exercises, and literary selections not readily available in textbooks. This manual is available from the University of Nebraska Curriculum Center, 231 Andrews Hall, Lincoln, Nebraska 68508. The related teacher packet for grade 12 is TE000069. (DL)

EJ013487 Opdycke, Jeanne B. "Without Walls and Doors" Independ Sch Bull v. 29, n. 2, Dec. 1969, pp 34-35.

An argument for usingcontemporary music, poetry, novels, movies and cultural events in the English Curriculum in order to turn on the students. (AP)

ED018425 Osborn, Lynn R., Speech Communication and the American Indian High School Student, Jan. 68 .

A 5-day conference, cosponsored by Kansas University's Communication Research Center and South Dakota University's Institute for Indian Studies, was held in May 1967 to discuss the teaching of speech communication to American Indian high school students. This report of the conference contains three position statements, drafted by the conferees, dealing with--(1) a recommended program of speaking and listening training for Indian students, (2) a recommended program of teacher preparation, including a suggested 4-year course of study with a minimum of 126 semester hours, and (3) selected major problems relevant to the speech communication needs of American Indian high school students and recommended for immediate and intensive reserach investigation. This article appeared in the Speech Teacher, vol. 17 (January 1968), 38-43. (MM)

ED026353 Schiff, Lillian, A Hank of Hair and a Piece of Bone. Sept. 1968

Even though the English teacher may lack funds to acquire conventional teaching aids he can, nevertheless, find many available resources to stimulate the interest of his students. A recording by Bill Cosby, for instance, can be studied as an example of satire and can encourage discussion and writing. A record festival in the classroom not only let the teacher hear what the young are thinking but

also gives the students practice in organization, selecting entries, evaluating, and writing advertisements and invitations. Furthermore, the lyrics of some current hit songs can be compared to poems, plays and novels, or they can be used as speingboards for the writing and tape-recording of original poetry, Other resources are plays given on television and in the community, old sets of anthologies, columns in various newspapers or magazines, talks by fellow teachers, and novels and articles read aloud by the teacher himself. (JS)

ED021846 Sohn, David A., Film Study and the English Teacher, 1968.

Despite skepticism and differing opinions within the teaching profession about the value of screen education, instructional and experiential films can be made effective in English classes in a variety of ways. They can be used in comparisons of the strengths of various media in the development of units or specific topics or themes or simply as stimulants to discussion, reading, and writing. Movies shown at local theaters or on televison can also be used as a basis for study. Moreover, students' understanding of the medium can be improved by the production of their own films. Teachers who decide to use films in the classroom must be prepared, however, to meet criticism from administrators or parents who may object to films as expensive and superfluous.

ED014486 The English Program of the USOE Curriculum Study and Demonstration Center Materials Currently Available, USOE, 1967.

After five years of federally-supported curriculum research in English, 14 study centers and five demonstration centers and now making the results of thier work available to the public. This pamphlet lists titles of reports and instructional materials preapred by the following centers--(1) Carnegie-Mellon Univeristy, (2) Teachers College, Columbia University, (3) Callaudet College, (4) Western Reserve--Euclid Central Junior High School, (5) Hunter College--Gateway English, (6) Hunter College--Bilingual Readiness Projects, (7) Illinois State-wide Curriculum Study Center for Preparation of Secondary School Teachers of English, (8) Indiana University, (9) University of Michigan, (10) Western Michigan University, (11) University of Minnesota, (12) University of Nebraska, (13) New York University, (14) Northwestern University, (15) Ohio State University, (16) University of Oregon, (17) Purdue University, (18) Syracuse University, (19) University of Wisconsin, Brief descriptions of available materials, their prices, and addresses for ordering them are included. (MM)

ED010014 Bushnell, Don D., The Production and Validation of Educational Systems Packages for Occupation Training of Depressed Area Students, Final Report, March 30, 1966.

Individual tutorial sessions were conducted with 42 10th-grade students in a large inner-city high school, with the purpose of revising a unit of general mathematics from a

standard text. The hypothesis tested was that material so revised would yeild more learning for students of this population than materials revised under standard curriculum workshop conditions. The experimental group (50 students) studied tutorially revised materials, and the control group (50 students) studied teacher-prepared materials based on the same unit. Students in the experimental group scored significantly higher on criterion tests administered immediately upon completion of the material. The hypothesis appeared to have been supported by this study. Recommendations were made for a major research project aimed at the production and validation of five semester units of instruction in subject areas basic to programs of vocational education. (GD)

Mathematics

ED003346 Della-Piana, Gabriel M., and Others, Sequence Characteristics of Text Materials and Transfer of Learning, Part 1-- Experiment In Discovery Learning, Dec. 1956.

The transfer effects of discovery and expository instructional techniques for sequencing of instruction were the purpose of this two-part study. The first study compared the two procedures in a programmed unit on summing number series. Samples for this part of the study consisted of 96 ninth-grade algebra students, who were assigned to either of the two treatments. The second study compared the procedures with teacher presentation of selected mathematical concepts. Samples consisted of 538 fifth-and sixth-grade students who received instructions by the two methods and normal instruction. Data were obtained for time and error scores on the program and retention and transfer measures. Analyses involved simple comparisons of means and variance. The results indicated that the guided discovery sequencing and methods were superior in transfer effects and retention of concepts to expostion. Further research suggestions are directed toward treatment-solving processes. This report described the detailed procedures. Sample copies of the materials used were assigned accession number ED003347. (IR)

ED003347 Della-Piana, Gabriel M., and Others, Sequence Characteristics of Text Materials and Transfer of Learning, Part Appendices-- Tasks and Tests, Dec. 1965.

This volume is an appendix. Sample copies of the tests and instructional materials used in the studies are included. Descriptions include experiments of discovery versus expository sequencing in a programmed unit on summing number series. These materials are presented to provide concerned persons with a better understanding of the treatments used, and for replication or extension of the studies. (RS)

ED012297 Henkelman, James and Others, Maryland Elementary Mathematics Inservice Program, Final Report of Study-Demonstration Phase, March 1967.

Instructional materials in mathematics were developed according to desired behavioral outcomes and demonstrated at a summer inservice teacher education program. Project staff members were presented with an audiovisual and supplemental reading program to orient them to a behavioral outcome approach to instruction. Before the instructional materials were developed, each staff member was taught to make a behavioral description, to construction of a behavioral heirarcy or sequence of dependent behaviors intended to optimize acquistion, and to constuct behavioral objectives. Those behavioral objectives or terminal tasks which would have the highest yeild for inservice elementary teacher instruction were subsequently chosen. After a hierarcy was constructed, the instructional sequence was determined by beginning with the least complex behaviors in the hierarcy, designing instructional materials to help in the learning acquistion of specific behaviors, and repeating the process up through the sequence until the terminal task was reached. Two experimental editions of the developed materials were tested on a pilot basis. The second edition, a revison of the first, raised the level of acquistion of data on algorithms more than 50%, indicating that the teachers demonstrated substantial progress toward acquiring the desired behaviors. Both experimental editions of the developed instructional materials on algorithms were appended to the report. (GD)

ED010628 Kropp, Russell P., and Others, Identification and Definition of Subject-Matter Content Variables Related to Human Aptitudes, Volume II, Appendices, Jan. 1967.

The sets of instructional materials presented in this volume were designed to call into the learning situation the most highly developed cognitive aptitudes of individual students. The assumption behind their design was that learning difficulties in various subject-matter areas could be minimized by altering the content of textual matterial to fit the individual's aptitude pattern. Four sets of data are included--(1) materials for redundancy studies (redundancy in textual material), (2) learing materials and tests for studies of elementary set concepts, (3) materials and tests for vocabulary learning studies, and (4) learning materials for mathematical operations studies. Related information may be found in ED010627. (JH)

ED00166 Math 7-8, Madison Area.

A comparison of number systems is made in the first section of the classwork materials. A chart comparing prehistoric, Babylonian, and Egyptian number systems is presented, as

well as a work sheet for Egyptian hieroglyphics and a test on number systems. Also included are tests on graphic fractions, common denominators, the multiplication of fractions, ratios, and propotions. Work sheets accompany each test.

EJ014188 May, Lola J., "Teaching Tools How to Use Them In Math," Grade Teacher, vo. 87, n. 6, Feb 1970, pp 126-8, 130.

ED011942 Rising, Gerald R., and Ryan, James J., Participant Teacher Judgments of Experimental Programs In secondary Mathematics, August 1966.

The judgments of teachers and their reactions to the experimental mathematics programs they were teaching in connection with a project which evaluated several recently developed programs were obtained and analyzed. Observations and judgements about these programs were obtained through a questionnaire sent to teachers who participated in one of the several experimental programs for the 7th through 11th grades during the 1964-1965 school year. The specially constructed questionnaire, which is attached to the report, was designed to elicit teacher reactions to the comparative effectiveness of the experimental programs over the conventional programs in relation to the following factors--(1) instructional effectiveness, (2) preference for instructional use, (3) instructional input differences, (4) pupil, parent and other teacher evaluations, and (5) judgments considering different levels of pupil ability. The teachers' judgments of the instructional effectiveness of the experimental programs were generally quite positive, and a much more favorable response was made for the experimental materials in contrast to the conventional materials. A high proportion of the teachers questioned perceive higher ability students as responding more favorably to the experimental materials and the lower ability students as responding more favorably to the conventional materials. A related report is AA000058. (GD)

EJ015964 "The Color Factor Set, Part 4 Calculating Logically," Visual Educ, Feb. 1970, pp. 11-15.

The author explains how structured material such as the Color-Factor set can show all the properties, patterns and characters of numbers. Given the mastery over numbers with which these materials provide children, he condemns teachers who require children to learn multiplication tables by rote and the so-called four rules by rigmarole. (author/LS)

Science

EJ024652 Anderson, Norman E., "Ripple Tank Project", Phys Teacher, v. 8, n. 4, April 1970, pp 202-203.

EJ026782 Barschall, H.H., "Electrostatic Accelerators", Phys Teacher, v. 8, n. 6, Sept. 1970, pp 316-321.

EJ019094 Blough, Glenn O., "Curriculum Trends in Science" Int Reading Assn Conf Proc Pt, r. 1, n. 13, April 1968, pp 248-51.

EJ009112 Blum, Ronald, "Computers in the Physics Curriculum ", Phys Teacher, v. 6,7, Sept 1969, pp 339-340.

EJ002150 Brakken, Earl, "Science Resource Center", Instructor v. 78, n. 8 April 1969, pp 77-78.

EJ013299 Charles, R. G., "A Simple Method for Recording Wtih A Conventional Analytical Balance", J Chem Educ, v. 46, n. 1, Nov. 1969, pp 787-788.

EJ006467 Crane, H. R., "Reception of Pictures From the Weather Satellites Using Homemade Equipment," Phys Teacher, v. 7, n. 5, May 1969, pp 285-287.

EJ014500 Devers, J. Robert, "Homemade Induction Machine", Sci Teacher, v. 37, n. 1, Jan. 1970. pp 63-65.

EJ019938 Donaldson, George W., and Roth, Bob E., "Build A Teaching Weather Station", Sci Children, v. 7, n. 7, April 1970, p. 24.

EJ013302 Estok, George K., "Electrochemistry for the General Chemistry Laboratory", Sch Sci Math, v. 69, n. 9, Dec. 1969, pp 806-810.

ED010377 Gagne, Robert M., and Others, Individual Differences in Learning from Visual and Verbal Presentations and the Use of Visual Examples in Review", Dec. 1965.

Two different uses of visual presentations for science instruction were investigated. The first study examined the hypothesis that use of pictorial instruction would produce higher correlation between results of visual aptitude tests and learning tests, and that verbal instruction would produce higher correlation between results of verbal aptitude tests and results of learning tests. Test results showed no difference in correlation of visual aptitude of verbal aptitude test results to learning achieved. Aptitude measures used were (1) spatial relations, (2) verbal reasoning, (3) abstract reasoning, and (4) intelligence. The second study used pictorial representations in review sessions, covering study

of mechanical advantage to investigate (1) whether retention was improved by use of pictures in review and (2) whether including of additional different examples would increase retention and transfer. Results showed that students who reviewed by pictorially presented materials had significantly better retention and transfer of training than students who did not review at all. Adding new pictorial examples produced no significant results in retention but showed better transfer when only the original materials were reveiwed. Retention and transfer were measured 4 weeks following the review session. (AL)

EJ024266 Gottlieb, Herbert H., and Others, "Apparatus for Teaching Physics, a Comparative Evaluation of Ripple Tanks", Physics Teacher, v. 8, n. 4, April 1970, pp 205-208.

EJ026783 Gottlieb, Herbert H., "Apparatus for Teaching Physics," Phys Teacher, v. 8, n. 6, Sept. 1970, pp 333-336.

EJ002448 Heldman, Lawrence J., and Little, Richard, "Greenhouse and Vivarium Centers," Sci Children, v. 6, n. 7, April 1969, pp 15-17.

EJ022430 Hodgins, R., "Some Ideas About Close-Up Photography," Australian Sci Teachers J, v. 16, n. 1, April 1969, pp 15-16.

ED001063 Kinney, Richard, "The ELectromagent. Supplementary Reading Unit In Science", Mobilization of Youth, Inc., N.Y., N.Y.

A sample reading unit in science is presented for disadvantaged students at three levels of ability. The reading lesson is complete with illustrations of electromagnets. Following the supplementary unit are three sample objective tests for the different ability levels. Each set of questions is designed both to test knowledge of science facts gained in reading the lesson and to emphasize language arts skills using words found in the unit. The English skills emphasized include alphabetizing, forming plural words, adding word prefixes and suffixes, syllabification, and use of the dictionary. Sucha supplementary reading unit serves as an aid in teaching both science and the language arts.

EJ007618 Lewis, Philip, "School Planetariums Propel Pupils into Space Science," Nat Sch, v. 84, n. e, Sept. 1969, pp 64, 66, 68.

EJ101265 Lewis, Thomas R., "Quick Color-Lift Transparencies for Earth Science Teaching," Sci Educ, v. 53, n. 1, Feb. 1969, pp 45-56.

EJ004701 Lockard, J. David, "Shedding Light on the Lens", Sci Children, v. 6, n. 8, May 1969, pp 27-31.

EJ012361 Lowery, Lawrence F., "The Vivarium," Sci Children, v. 7, n. 2, Oct. 1969, pp 220-250.

EJ012824 Needham, Dorothy, "Sheer Delights," Grade Teacher, v. 87, n. 5, Jan. 1970, pp 78-80.

Children in elementary school can use old nylon stocking and wire hangers to make butterflies. (CK)

EJ009508 Nelson, Pearl Astrid, "Take Some Paper", Sci Children, v. 7, n. 1, Sept. 1969, pp 12-14.

EJ016180 Peoutz, Daniel R., "Sci-Tech Books, '69," Lib J, v. 95, n. 5, March 1970, pp 855-862.

An annotated bibliography of one hundred books on Science, Engineering, and Technilogy recommended for purchase by the average public or college library for the interested non-specialist. (JS)

EJ019616 Poling, Donald, and Mier, Robert, "Environments for Plants," Sci Teacher, v. 37, n. 3, March 1970, pp 77-82.

Reviews some recent research on the effects of environment on plant growth. Also offers some How-To-Do-It information on building low-cost, easy to construct greenhouses and growth chambers for school use. Bibliography, (LC)

EJ024290 Southwick, Thomas P., "Education Assessment Results-A Step Toward Accountability," Science, v. 169, n. 3943, July 1970, pp 358-359.

Outlines the methods used per the National Assessment of Education. Comments of the preliminary results of the Science and Citizenship Tests. Reports some criticisms of the techniques used. Discusses the use of similar techniques for evaluating local school systems. (EB)

EJ003298 Strayer, James L., "Living Crayfish in the Laboratory," Amer Biol Teacher, v. 31, n. 3, March 1969, pp 162-164.

EJ025592 Strong, Richard A., "Star Tracker--An Aid for Use In Learning About Time and Space," Sci Children, v. 8, n. 1, Sept. 1970, pp 11-13.

EJ014499 Tyler, Charles E., "A Pedagogical Measurement of the Velocity of Light," Amer J Phys, v. 37, n. 1, Nov. 1969, pp 1154-1156.

Describes an inexpensive, easily constructed device for demonstrating that the speed of light is finite, and for measuring its value. The main components are Gallium Arsendide Light Emitting Diodes, a light pulser, transistors, and an Oscilloscope, detailed instructions of procedure and experimental results are given. (LC)

EJ003640 "Use of the Oscilloscope in Studying Waves and Pulses," Sch Sci Math, v. 69, n. 2, Feb. 1969, pp 92-94.

EJ014480 Vannan, Donald A., "Science and Student Resources", Instructor, V.79, n. 6, Feb. 1970, pp 152.

Use of substitutes for scientific equipment. (CK)

EJ119935 Wiberg, Kenneth B., "Small Computers in the Laboratory," J Chem Educ, v. 47, n. 2, Feb. 1970, pp 113-116.

Discusses the cost advantage of small laboratory computer and its versatality in solving laboratory problems, collecting and reducing data, and controlling experiments. Student's use is facilitated by the computer's rapid claculating activation paramenters and rate constants, andin determining molecular structure. Describes basic and opitonal equipment and their costs. (RR)

EJ023072 Williams, T. R., and Others, "The Use of Specific Ion Electrodes for Equilibrium Measurements, " J Chem Educ, v. 47, n. 6, June 1970, pp 464-465.

EJ013301 Wood, Roger L., "Construction of Science Carrels by Elementary Education Students," Sch Sci Math, v. 69, n. 9, Dec. 1969, pp 791-797.

Describes a student teacher project in which each student was assinged the task of designing, constructing, and trying out an instructional carrel to teach some specific science concepts and/or processes to children in grades K-6. Both the student teachers and their pupils appeared to find the learning experience a wothwhile one. (LC)

Science Programs

COPES

Conceptually Oriented Program in Elementary Science (K-6). A general science program focusing on five major conceptual schemes-structural units of the universe, interaction and change, conservation of energy, and the statistical view of nature. Developed by New York University.

EES

Elementary Science Study (K-8). A general science program consisting of 54 units that can be organized as a complete sequence or used as supplementary materials. Each unit may be used at several grade levels. EES evolved from the Physical Science Study Committee at the Education Development Center.

IDP

Inquire Development Program (4-6and up). A physical science program emphasizing the process of inquiry-that is, gathering information in order to develop and test hypotheses. IDP problems can be used together as a full-year program or separately as supplements. Developer: Richard Suchman and Science Research Associates.

MINNEMAST

Minnesota Mathematics and Science Teaching Project (K-3_ An integrated general science and mathematics program. The units are organized in a spiral pattern that repeats important "operations" and "themes" at intervals, each time in more sophisticated fashion. Developed at the University of Minnesota.

S-APA

Science-A Process Approach (K-6). A general science program focusing on scientific processes. Each exercise is organized around a process and its related skills. Together the exercises from a sequential program. Developed by the Commission of Science Education of the American Association for the Advancement of Science.

SCIS

Science Curriculum Improvement Study (1-6). A program focused in two areas, physical science and life science. Both tracks emphasize concepts but also expose students to processes of scientific investigation. For each grade level there is one unit on physical science and one on life science. Developed at the University of California.

Social Studies

Ed001292 Benjamin, Florence O., Teaching the Gifted in Social Studies, Supplement to Curriculum Guides for Social Studies Seven, Social Studies Eight, Social Studies Nine, Sept. 1961

As a guide for teachers of gifted students, this manual covers the basic content areas provided for all pupils on the junior high school level, but the materials and experiences discussed are designed to provide both breadth and depth. The nature of the social studies program for the gifted in junior high school involves a minimum use of the basal textbook, particular attention to current affairs, acquaintance with the historical method, development of skills such as generalizations and relationships, and attention to work habits and study skills. The social studies program for gifted students is designed to instill in the pupils some important

skills which help each student in the effort to make the most of his contact with the social studies content areas. Some of these skills include using of books, using of library facilities, organizing information, compiling bibliography, outlining, note taking, distinguishing between fact or opinion and propaganda, drawing conclusions from data, interpreting maps and globes, developing a sense of chronology, preparing written research reports, and problem solving. An integral part of this program for gifted children is evaluation. Students should be given the opportunity for self-evaluation. Teachers of gifted students should evaluate program outcome by the degree of knowledge and understanding critical thinking, study habits, values and attitudes, and participation in group discusssions which was developed in each pupil.

ED012200 Brown, Robert M, and Others, Cue, Social Studies Humanities Media Guide, 1965.

This document is one of a series of media guides sponsored by the New York State Education Department under the cue system. The humanities areas are divided into 11 different topics. Within each topic is a series of suggested film and television subjects. A discussion is given on each of the subjects including a synopsis, a statement of purpose, suggested preparation of the class, things pupils should look and listen for, and suggestions for followup activities and related activities, a list of products and their addresses is included. This document is a later version of ED003786.

ED010533 Area Studies In The Non-Western World. Student Readings and Teacher's Manual, Carnegie Inst. of Tech., Pittsburgh, Pa., 1965.

Instructional materials were provided for a one-semester grade 10 course in non- western social studies. The reading materials for students and the teacher's manual were developed as part of an integrated and sequential 4-year curriculum for able high school students, and were field tested twice and completely rewritten before being published. The units of study covered by the materials were (1) A Part Held in the Republic of South Africa, (2) Econimic Growth in India, (3) Race Relations in Brazil, and (4) Totalitarianism in China. These units and their accompanying teaching strategies were prepared for inductive-type instruction. (RS)

ED020053 Chapman, Frank L., Eighth Grade Unit, SEa--Restless Giant, 1968.

An eighth grade unit guide on oceanology has been developed by the Carteret County Public Schools of Beaufort, North Carolina. Narrative and diagrammatic descriptions deal with various ocean phenomena, such as tides, waves, currents, ocean floors, beaches, etc. Class questions and discussion questions are provided at the end of each section of the unit. A vocabulary list is found at the end of each narrative discussion, Related Documents are RC002486.

RC002488, and RC002485. (DK)

EJ010229 Clawson, Elmer and Others, "Curriculum Materials Analysis I: Our Working World, Cities at Work", Educ Prod Rep, v. 3, n. 1, Oct. 1969, pp 20-31.

Two curriculum material analysis of social studies programs.

EJ011295 "Compendium of Social Studies Curriculum Projects, K-6", Educ Prod Rep, v. 3, n. 1, Oct. 1969, pp 44-45.

An annotated listing of social studies curriculum projects including descriptions of teaching materials employed. (NI)

EJ019681 Endres, Raymond J., "The Humanities, the Social Studies, and the Process of Valuing," Soc Educ, v. 34, n. 5, May 1970, pp 544-8, 55.

The underlying current of rural value is American Life is discussed. (CK)

EJ010230 Enters, James, and Harms, Areden, "Curriculum Materials Analysis II Four World Views, Unit II," Educ Prod Rep , v. 3, n. 1, Oct. 1969, pp 32-43.

A curriculum material analysis if a social studies program.

EJ019352 "Experiment in Economic Education, Purdue University," Soc Educ, v. 34, n. 4, April 1970, pp 423-5.

EJ008173 "Foreign Policy Association, Bibliography on Simulation," Soc Educ, v. 33, n. 2, Feb. 1969, pp 195-199.

ED011350 Forest, Robert S. and Others, Teaching of Social Science Material In The Elementary School, Michigan Univ., Ann Arvor, June 1966.

Objectives were--(1) to utilize the working materials created during the previous year, (2) to explore the need for a set of resource materials directed toward helping the classroom teacher gain knowledge and skills to help in the materials in elementary schools, (4) to develop and test teacher orientation and inservice education, (5) to analyze the data from the previous year's study of cross-age educational efforts, (6) to improve children's skills and attitudes toward others through a summer day camp, and (7) to develop proposals for basic research. Teachers were oriented and a series of inservice sessions were held. Units

were then taught by these 18 classroom teachers in 3 Michigan schools. In the summer of 1963, a day camp was held at Bethel, Maine, where experimentation with cross-age relationships taking place. Time seemed to be a problem with the teachers, as was their knowledge and attitudes toward the content area of social science. Children involved were not fully prepared to utilize skills that were necessary in the learning of the unit. The vocabulary was new to many, and they were sometimes bored. It is suggested that small groups be used for the study. The cross-age work used children from kindergarten through 6th grade. The older ones helped the younger ones with projects and personal relationships. Reports on many children and their interaction with others are given in detail. For example, a sixth grader helped a slow fourth grader to read. The results were favorable, and a good rapport existed between most of the children.

EJ010226 Fraser, Dorothy M. "Review of Social Studies Curriculum Materials" NASSP Bull vol. 53, n. 340, Nov. 1969, pp 68-87.

Reviews of curriculum materials prepared by a panel of members of the National Council for the Social Studies. Reprinted from the May 1969 issue of Social Education. (AP)

ED022781 Gill, Clark C., and Conroy, William B., The Treatment of Latin America In Social Studies Instructional Materials. Bulletin No. 5. 1968.

The University of Texas Latin America curriculum project's survey of instructional materials for elementary and secondary schools revealed specific strengths and weaknesses at all levels. The particular weaknesses found in elementary materials were that (1) instructional materials varied widely in type and quality and (2) textbooks emphasized physical geography rather than cultural or social background, gave little in-depth knowledge of any one area, emphasized nontypical countries, indiscriminately included names and dates, were overly general about contemporary problems, emphasized recall of facts rather than reasoning, and made little attempt to relate new materials to the student's known world. On the positive side, the survey discovered many books and pamphlets available for the elementary grades, as well as some teaching units and visual aids. At the secondary level, the project found that textbooks tended either to lose sight of Latin America in a world picture or to consider only the area's relationship with the United States from 1890 to the 1930's. Bibliographies of supplementary books and pamphlets, some satisfactory teaching units, and film strips were found to be available for use at this level. The use of current events media, although frequently biased, was recommended

for use in secondary classrooms over a period of time to develop an in-depth understanding of one area. (LH)

EJ015931 Hartmann, Clinton P., "What Kind of Social Studies Materials For the Slow Learner," Soc Educ, v. 34, Feb. 1970, pp 153-60.

EJo18404 "Harvard Social Studies Projects, Public Issues Series," Soc Educ v. 34, n. 4, April 1970, pp 439-41.

ED027945 Herr, Blodwen, Social Studies Unit, First Grade, Goston-Northampton Language Arts Program ESEA-1965, Projects to Advance Creativity in Education, Sept. 1968.

This document describes a social studies unit, primarily composed of various field trips and subsequent classroom work related thereto, for the first grade child. It is divided into four sections (1) community helpers, (2) the trip to the zoo, (3) the train trip, and (4) a trip to a dairy farm. The document illustrates several trips the children of a first grade class participated in and the discussions between teacher and pupils that followed. In the first section there is a discussion of Fathers and their vocations and of trips to the post office, public library, police station, fire station, and a service station. In the other three sections similar illustrations are given of other field trips and the range of related classroom activities that can be arranged. (WD)

ED030528 Josephy, Alvin M., Jr., The Nez Perce Indians and the Opening of the Northwest, 1965.

The history of the conquest and dispossession of the Nez Perve Indians of the American Northwest by invaders from the time of the Lewis and Clark expedition in 1805 to the present is related. Their general culture is described including religious practices, eating habits, methods of acquiring food, construction of homes, and music. Characteristics and beliefs of the Nez Perces are cited. An account is given of the work of missionaries to overcome problems incoverting the Indians and resistance encountered in teaching them English. Discussion of the numerous wars with the white man, the many treaties which finally subjugated the Nez Perces to a reservation, and their present condition which is one of living barely above subsistence concludes this book. (RH)

ED018384 Tibet, Louisiana Arts and Science Center, Baton Rouge, 1967.

The unit of study described in this booklet deals with the geography and history of Tibet. The unit covers some of the general features of the country and their effect upon the lives of the Tibetan people. Discussion questions are inserted to stimulate thought. The religion of Tibet is culture of the country. Much of the content of this unit is presented in a question-answer section. Discussed are (1) the geographic location, (2) the climate, (3) the important geographic features and their ;influence upon Tibetans, (4)

the population and area, (5) the system of government, (6) the religion, (7) ritual items, and (8) Tibetan art. A worksheet, a vocabulary list, a bibliography, a test, an identification list, and suggestions for student enrichment activities are also included in the unit. (PD)

ED018387 Alaska, Louisiana Arts and Science Center, Baton Rouge, 1967.

The unit described in this booklet deals with the geography of Alaska. The unit is presented in outline form. The first section deals principally with the physical geography of Alaska, discussed are (1) the size, (2) the major land regions, (3) the mountains, volcanoes, glaciers, and rivers, (4) the natural resources, and (5) the climate. The second section deals with the people and the institutions of Alaska. Described are (1) the four native Indian groups, (2) the products and resources, (4) themeans of communication, (5) the educational system and (6) the government. Included in the unit are (1) a vocabulary list, (2) a list of supplementary student activities, (3) a bibliography, and (4) a list of films and filmstrips. (PD)

ED014430 Lovenstein, Meno, and Others, Development of Economics Curricular Materials for Secondary Schools, Final Reports, 1966.

Described is the development of economics curricular materials for the secondary schools. The materials consist of 18 units intended for use during one semester. A repeated pattern in each unit is (1) a teachers' guide to the concept and the problems of presenting the concept, and (2) various student materials. The balance of the material consists of a disciplined, sequential presentation designed for teacher orientation and student discovery. Designed for ninth grade students, the materials can also be used in grades 10-12 The report includes (1) a course rationale, (2) a course evaluation, and (3) a discussion of the relevance of the project to the social studies curriculum. Items appended include (1) educational objectives by unit, (2) multiple choice tests and written exercises with evaluation data from the project, and (3) an instrument for measuring the degree of teacher adherence to the discipline approach. (DS)

EJ019682 Mackey, James, "Social Studies and the New Adolescent Culture" J Secondary Educ, v. 45, n. 4, April 1970, pp 167-9.

In addition to transmitting factual data to students, social studies classes should create an opportunity for them to question the structure of their society. (CK)

ED015141 Massialas, Byron G., and Smith, Frederick R., Current Research in Social Studies, Bulletin of the school of Education, Indiana University, March 1964.

This review of research in social studies summarizes the major findings reported in the literature during the period 1959-1963. The research described is presented under seven

different headings--(10) Objectives, (2) Curriculum, (3) teaching social studies in elementary schools, (4) teaching social studies in secondary schools, (5) controversial issues, (6) textbooks and audiovisual materials, and (7) social studies in other lands. Where appropriate, gaps in knowledge have been pointed out and the reported findings have been appraised in terms of soundness of research design, experimental technique, or the theoretical assumptions of the investigation. Moreover, when feasible, the practical relevance of the research findings to the task of the social studies practitioner has been indicated. This document is available for $1.25 from the Indiana University Bookstore, Bloomington, Indiana. (PD)

EJ000914 Nicoll, G. Douglas, "Why Study History?", Educ Forum, vol. 33, n. 2, Jan. 1969, pp 193-199.

EJ010738 Phillips, Richard G., "Implications of Political Socialization Research for the Social Studies Curriculum", High Sch J, vol. 53, n. 2, Nov. 1969, pp 99-111.

Based on an address delivered at a meeting of school supervisors at the School of Education of the University of North Carolina At Chapel Hill, Feb. 10, 1969.

ED003393 Shinn, Ridgway F., Jr., An Investigation Into the Utilization of Geography and History as Integrating Disciplines for Social Studies Curricular Development in a Public School System. 1965.

To reorganize a new curriculum for the study of social sciences a 1-year program was instituted to study the effects of an integrated historical-geographical approach. Groups at the fourth-, sixth-, eighth-grade levels were used. The objective data were gathered from the Iowa work study skills and the sequential tests of Educational Progress, informal data coming from students and teachers. Analysis of the objective data indicated that it was possible to provide a curriculum within which concepts of region, culture, and civilization were as effective as the traditional approach. Analysis of the informal data showed increased enthusiams on the part of student and teacher alike. The project implied a need for developing (1) a new methodology, (2) new teaching materials, (3) closer association with interested institutions of higher learning, (4) social studies of student comprehension, and (5) a uniform social sciences vocabulary. To effect a more complete study and evaluation of student development a 5-year study was recommended. (PM)

EJ016021 Stansfield, David, "Learning From A Box" Orbit vol. 1, Oct. 1969, pp 24-25.

EJ009265 "What Can Social Studies Teachers Do To Improve the Urban Environment", Soc Educ, v. 33, n. 6, Oct. 1969, pp 675-677, 712.

A response by Mayors J. Backen Lee, Joseph L. Alioto, Joseph H. McDowell, Walter E. Washington, Richard J. Daley, Carl B. Stokes, Ray B Bracy, and Frank F. Fasi.

ED028093 Wissins, Suzanne E., and Sperling, John G., To Design and Evaluate a 12th Grade Course in the Principles of Economics, Final Report, May 1968,

Reported is the design, development, and evaluation of a one-semester course on the principles of economics for twelfth grade students. The course is intended to develop students' capacity for economics reasoning through economic theory and empirical reserach. To do this, teaching materials and innovative techniques for teacher training were developed. Course materiqls developed include text, correlated reading, programed instruction sequences, workbook exercises, transparencies, filmstrips and films, and an instructional guide, several lesson summaries and the results of the evaluation are included in the report. (GR)

EJ018270 Woodley, Celeste, "Media and the New Social Studies", Soc Educ, v. 34, n. 4, April 1970, pp 451-5.

The use of sudiovisual materials in social studies courses intoday's schools is examined and evaluated. (CK)

Health

ED031736 K-L2 Health InstructionGuide for Colorado Schools, Colorado state Dept of Education, Denver, Office of Instructional Services, 1969.

This instruction guide was prepared in order to assist schools in upgrading their healtheducation programs. It is organized in a K-12 sequence of appropriate concepts indicating articulation between the primary, intermediate, junior, and senior high levels, but it provides flexibility for local school district scheduling. The format within each unit included (1) specific aims and objectives, (2) an outline of content, activities and experiences, and (3) resource materials. The guide may be used as a lesson plan for those teachers beginning new programs or as a supplement to already-existing health programs. It is recommended as enrichment material for use at appropriate placement in the over-all program of all schools because it

embodies concepts selected from the best guides available from the states and cities, as well as from all of the references obtainable from publishers in the field. Areas covered are safety,mental and family health, personal health, alcohol, first-aid, sex education, consumer health education, and health careers. Author/CJ

ED038300 Lilly, Raymond M., Ed., Units in Nutrition for theElementary School, Nov. 1969.

Contained are units on nutrition that have been prepared and tested by several elementary teachers, elementary supervisors, and school food service supervisors. The units do not follow a set format. Typically, the aim of a unit is first stated, followed by concepts to be developed, and the description of activities for the unit. Sometimes there is a list ofmaterials, including books, films, and suggested bibliography of periodicals and pamphlets. Frequently, activities are suggested that correlate with other subjects, such as science, language arts, social studies, mathematics, and physical education. In a few units, ways of evaluation are also suggested. The writers of this publication suggest that whenever possible, cooperative projects and demonstrations should be arranged with the school food service supervisor to be carried out in the school dining room or school food service preparation center. The units are designed to provide children with concrete experiences in the study of nutrition and related subjects. (BR)

ED036833 Strand V, Education for Survival Safety Education, Grades K-13, New York State Education Dept., Albany, Bureau of Elementary Curriculum Development, New York State Univ. System, Albany, 1969.

Safety attitudes are developed during early school years, thus safety education should be stressed by early elementary school teachers. Student objectives of safety education for grades K-3 are enumerated in the report. The publication is divided into nine sections (1) traffic and pedestrian safety, (2) school bus safety, (3) bicycle safety, (4) fire safety, (5) house safety (6) school safety, (7) winter safety, (8) spring and summer safety, and (9) holiday safety. Objectives, concepts and understandings, teaching aids and learning activites, and supplementary information for teachers are given. Also listed are student and teacher textbook references, audio-visual aids and additional miscellaneous. (author)

EJ005327 Nyerere, Julus K., "Education for Self-Reliance", Convergence, vol. 2, n. 1, 1969, pp 3-7.

ED030775 Sara, Nathir G., and Others, A Teaching Program in Health and Sex Education. Parts I, II, and III, 1968.

A comprehesive program for elementary and secondary education is presented. The program is structured to promote affective as well as cognitive learning and centers on (1) understanding the human body and learning how to care for it, (2) understanding what it means to be man or woman, and (3) understanding what the forces in the physical and social environment that influence behavior. Thus,sex education and mental hygiene are included as normal parts of the health program. The term health and sex education is used in reference to the program only to emphasize that sex education is not excluded of minimized. There are three basic parts to the program, corresponding roughly to the three educational stages; primary, intermediate, and secondary. Part 1 is for kindergarten and grades 1 through 4 and is designed to be tarught by the self-contained classroom teacher who may use each lesson in connection with appropriate classroom activities. Teaching the program should require no extra time and not any changes in scheduling or staff assignments. Part II for grades 5 through 8 follows the departmentalized approach and is designed to be integrated with existing programs in language arts, physical education, science, and social studies (The distribution of lessons among these four subjects is presented) The high school program (part III) is presented as an independent course of study to be taught by specialized health educatiors. It is written in textbook, rather than teaching manual format, allowing the teacher to decide on methodology and form of presentation. Certain recommendations are included in the preface of the document to enable teachers to use the program effectively. (JH)

Citizenship

ED022114 Bothamley, Herbert , Practical Government, Lesson Plans, Adult Basic Education and Student Worksheets for Practical Government Lesson Plans .

This manual has been designed by the Bureau of Continuing Education Curriculum Development of the New York State Department of Education to provide teachers with suggested lesson plans in practical government. Each lesson contains information on the subject of the lesson plans, aims of the lesson, development of understandings, and two student worksheets. As the main component of a packet of instructional materials, (including

filmstrips and flipcharts), this publication constitutes the core of materials to use with students in adult basic education. Free copies of the document are available to New York State School personnel when ordered through a school administrator from the publications distribution unit, State Education Building, Albany, New York 12224

EJ000497 Bower, Marvin, "Economic Understanding of Effective Citizenship", NASSP Bull, v. 53, May 1969, pp 65-77.

EJ004450 Gibson, John S., "Needed: A Revolution in Civic Education", NASSP Bull, v. 53, n. 337, May 1969, pp 49-64.

Presented at the annual convention of the National Association of Secondary School Principals (53D, San Francisco, Feb. 28-March 5, 1969).

EJ013997 Gibson, William M., "Teaching Preventive Law," NASSP Bull, v. 53, n. 341, Dec. 1969, pp 56-61.

EJ014007 Justin, Neal, "Teachers should serve on Juries", Todays Educ, v. 59, n. 1, Jan. 1970, p 12.

EJ013996 N chols, Daryl G., and Campbell, Vincent N., "Evaluating Civic Behavior," NASSP Bull, v. 53, n. 341, Dec. 1969, pp 35-42.

EJ001692 Weimer, Karl J., "Citizenship Education", Clearing House, v. 43, n. 6, Feb. 69, pp 355, 357.

EJ003235 Whitmarch, Guy, "The Role of the Teacher in Civic Education-A British Viewpoint," Soc Stud, v. 60, n. 4, April 1969, pp 170-72.

Affective Development

EJ042772 Beham, William J., "A Foundation for Indian, Cross-Cultural Education," J Amer Inidan Educ, v. 8, n. 2, Jan 1969, pp 26-31.

EJ004087 Bookbinder, Hyman, "Human Dignity-Challenge and Response", J Nat Assn Wom Deans Couselors, v. 32, n. 3, April 1969.

EJ018804 Botha, Elize, "The Effect of Language on Values Expressed by Bilinguals," J Soc Psychol, v. 80, n. 2, April 1970.

The results of this study show that when no significant differences exist is status attached to the languages of a bilingual, any differences in vlaue system as expressed in the two languages are slight. (CK)

EJ01881 Erear, Serafina E., "The Role of the Mother Tongue at Home and at School in the Development of Bilingualism," Engl Lang Teaching, v. 24, N. 1, OCt. 1969, pp 2-4.

The author argues that pupils who use their mother tongue at home and imitate the native speakers of English at school will learn to speak English without a foreign accent, will have a more wholesome self-concept, and will be bilingual. (FWB)

EJ001113 Leving, Harry, "Bilingualism Its Effect on Emotional and Social Development", J Secondary Educ, v. 44, n. 22, Feb. 1969, pp 69-73.

EJ023653 Pelletier, Wilfred, "Some Thoughts About Civilization and Leadership", Northian, v. 7, n. 2, pp 3-5.

EJ021350 Schrank, Jeffry J., "What Good Are Pelicans, for Dead Birds and Tainted Waters Are, After All, Only Symptoms," Media Method Explor Educ, V. 6, n. 9., May 1970, pp 32-78.

Included are descriptive, evaluative listing of films, filmstrips, paperbacks, periodicals, music recordings, and organizations concerned with ecology. (RD)

Psychomotor Development

ED001719 Lebowitz, Gordon, and Others, Physical Education for Boys, Grades 7-12, 1964.

Teachers in the junior and senior high schools are provided with the teaching outlines, teaching devices, and other materials to develop pupils' skills, aptitudes, and proficency in physical activities and sports. A graded and sequential development of activities in a unified program, based upon the concept of unit teaching in seasonal activities, is presented. Basketball, baseball and softball, bowling, conditioning and physical fitness, folk and square dance, football and touch foo ball, golf, gymnastics and tumbling, handball, individual and dual sports, recreational games, soccer, social dance, tennis, track and field, and volleyball are discussed. Many of the activities are intended to provide enrighment experiences for the talented and gifted children in these areas. Each area is presented in terms of an introduction, objectives, approach and motivation, instructional material, scope and sequence, class organization, general and specific teaching suggestion, analysis of skills, safety precautions, grade placement of skills, modified and lead-up games, evaluation, and bibliography and references. Drawings, graphs, charts for evaluation and scoring, and gloor diagrams are included. Audio-visual aids, model lesson plans, and suggested floor plans are offered in the appendix.

EJ012036 "Seventh Annual Directory of Sources of Equipment and Supplies," J Health Phys Educ Recreation, v. 40, n. 9, November-December 1969, pp 61-68.

EJ009461 Applebee Bernice L., "Innovation in Learning Affects Teacher-Pupil Relationship", Ill Sch Res, v. 5, n. 3, May 1969, pp 37-41.

Indi vidualized Instruction

EJ001881 "Here's What Individualized Instruction Could Mean to You," Grade Teacher, v. 87, n. 2, October 1969, pp82-96.

EJ018803 Roberts, W. G., "The non-Graded School-Phantom or Reality?", Orbit, v. 1, n. 2, April 1970, pp 16-18.

EJ016501 Rossman, Florence, "Individualized Instruction In Reading," Minn. Read Quart, v. 14, n. 3, Feb. 1970, pp 90-94.

ED030942 Sowers, Paul C., Open-End Elementary Education, NASEC Monograph Series, Spectrum, April 1968.

Incorporating various elements of indivudualized instructional programs and continous progress plans, a type of open-end education is recommended as a way to enable each child to realize his own potential and make his greatest contribution ot society. Aspects of open-end education discussed briefly include a definition of the term (it incorporates nongrading, team teaching, and flexible scheduling), progress with graded schools use of teacher aides, curriculum patterns, and class and teacher arrangements. A comprehensive proposal for elementary school organization recommends self-contained classes for pupils from kindergarten through the second year level, all-subject-areas teaching teams are recommended for pupils at the senior high level. A bibliography of 22 items published between 1961 and 1967 is appended. This document was prepared under ESES Title III. (JK)

ED030943 Sowers, Paul C., Non-grading Your Elementary School, NASCE Monograph Series, Spectrum, June 1968.

Special Features of a nongraded elementary school program are reviewed as a guide to those wishing to implement the quality education for all students. Emphases include the individual differences of students, the restrictive character of graded schools, curriculum patterns, levels of instruction, grouping for instructional purposes, progress reports, school organization, and subject scheduling. Nineteen charts, graphs, and other figures indicate the distinctive features of a non-graded elementary school program. A bibliography of 23 items published between 1960 and 1967 is appended. (JK)

ED030656 Stumpe, Doris M. Study of a Nongraded Supplementary Group Communication Skills Program Rationale, Pupil Personal-Social Characteristics, and Program Effects. 1967

The purposes of this study were to design an experimental communications skills improvement program for low-achieving middle-grade pupils, to investigate certain assumed pupil personal-social characteristics on which the program was based, and to asses the effectiveness of the program. Two basic features incorporated into the new program were (1) A nongraded, supplementary group of 10 to 12 pupils which met 2 hours daily and which were taught by an auxiliary teacher employing group processes and indivudualized instruction, and (2) integrated teaching of listening, speaking, reading, and writing together with utilization of programed readers and other media and methods specifically selected to contribute to positive conditions of learning. Eight classes from grades 4, 5, and 6 received instruction in eight elementary schools in St. Louis County, Missouri, for 15 weeks. Tests given prior to the program indicated that the experimental students differed from average students in personality, classroom peer acceptance, and positive classroom behavior. The differences in pretest scores at the .05 level, favoring the control group, disappeared in post test scores. The control group gained only in reading comprehension, but the experimental group gained in punctuation, total language, spelling, and captilization. (author)